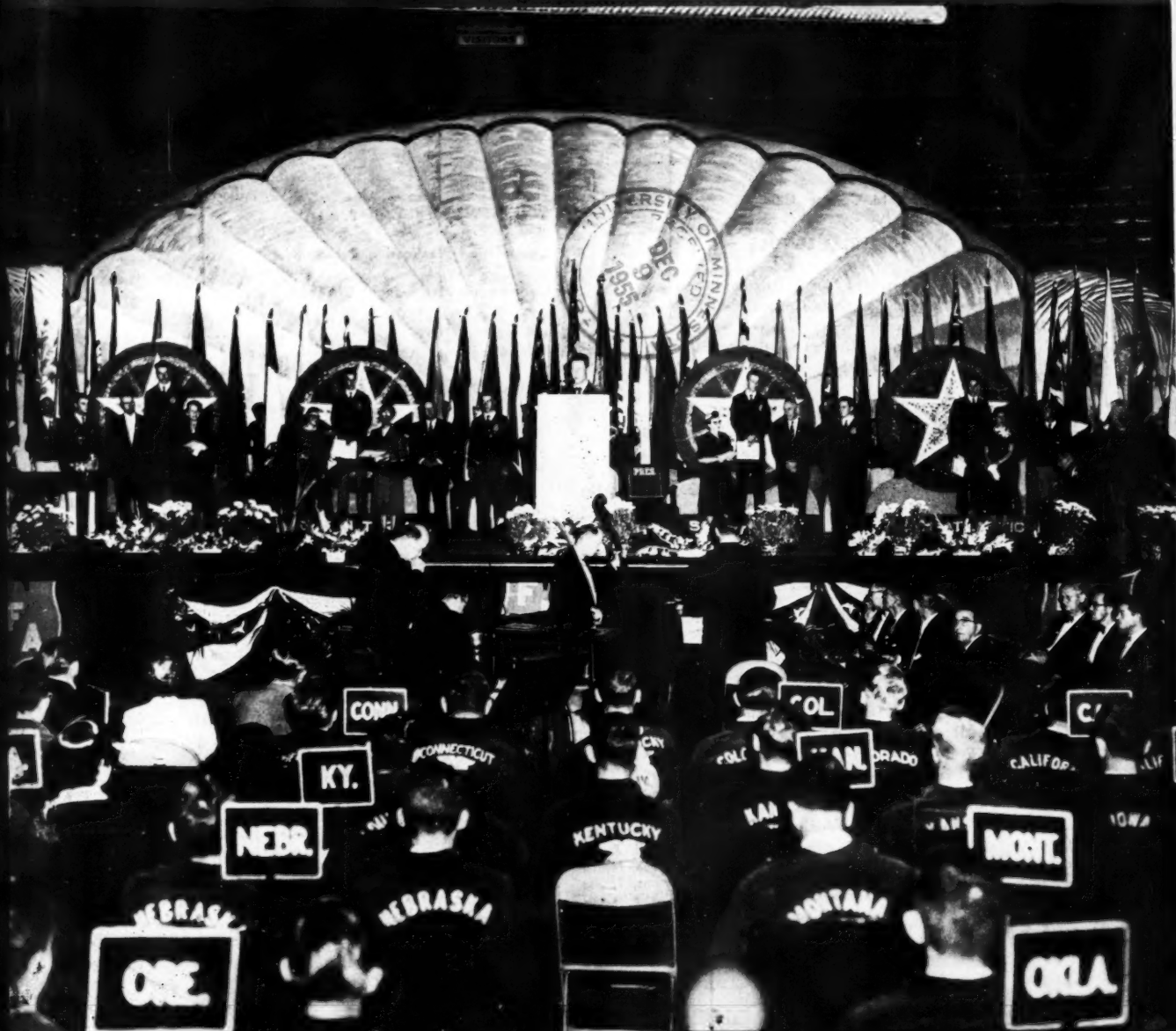


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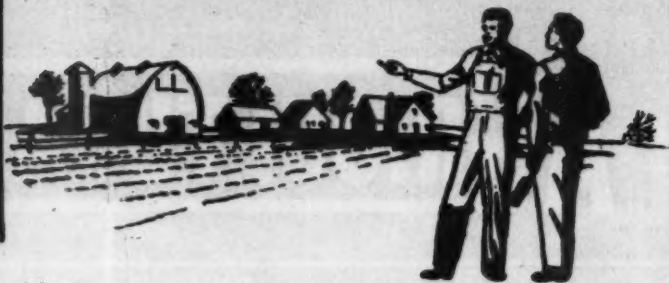
NUMBER 6



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Featuring—The FFA Program

The Agricultural Education Magazine



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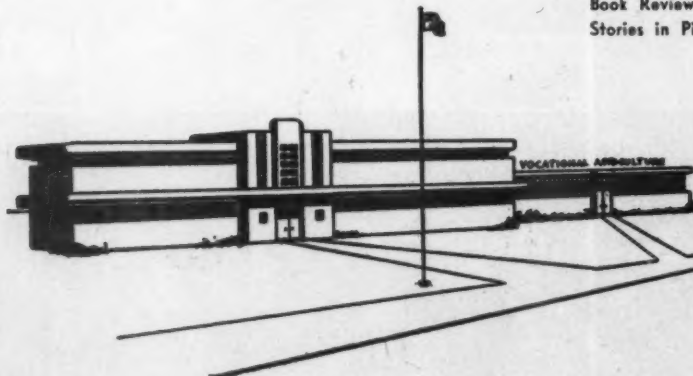
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FFA—

The form and the substance

H. W. SANDERS, Teacher Education, Virginia Polytechnic Institute

There is some truth in the familiar statement that reputation is what people *think* you are and character is what you *are*. The Future Farmers as individuals and as an organization enjoy a favorable reputation. This reputation, we believe, is based upon the solid substance of the basic objectives and program of vocational agriculture and not too much upon the "forms and ceremonies" that provide the setting for the real program. Sometimes the distinction between the two is not entirely clear.

History reveals that "halos" are sometimes misplaced. Yet history is of value in many ways. A knowledge of it helps us to understand and interpret the past and to plan more intelligently for the future. The history of the FFA organization is so brief that it is encompassed in the memories of many of our readers, some of whom participated actively in its unfolding. As we look back over the past twenty-seven years, do we see any examples of misplaced emphasis? The answer to this question may vary in each state, county, or school. History, supported by tradition, is suggesting what the answer should be.

When Henry C. Groseclose wrote the original Future Farmer Constitution he drew freely on the practices and experiences of other similar organizations. Those who have been associated with these groups will recognize many points of similarity in their constitutions. This writer talked at length with Groseclose on this point. It soon became apparent that several basic principles were being observed. It may be appropriate to recall a few of them, for, had they been lacking in the original pattern, the FFA might have become but a memory even in this brief period of time.

What Groseclose said, in effect, was this: "If we are going to have a strong and successful organization for farm boys we must meet their normal needs and worthy desires. Every normal boy wants to grow. Plants die, you know, when they stop growing. But growth alone is not enough; there must be constructive development and advancement. Did you ever see a Boy Scout who didn't want to be an Eagle Scout? This seems to me to be one of the first requirements. Then there is the idea of self-expression—doing things you want to do, in your own way, and to the best of your ability. Surely no field of activity offers more opportunities for the development and expression of this trait than American agriculture. But we need to discover and use these opportunities. Finally, there is leadership. To develop this is not only a privilege but an obligation. Future Farmers should be among our most capable leaders."

The medium through which this philosophy was to be expressed was obviously that of agriculture or American farming. There has been some friendly debate as to whether the medium has been maintained in its proper perspective. Frequently we hear some such statement as this: "A boy should have the benefit of the FFA training program whether he farms or not; developing the boy is the important thing." It is

(Continued on page 124)

Values of the FFA program

H. W. LEONARD, Teacher Education, Purdue University

Recognition of achievement on the part of participants is a vital part of any program. The FFA program is no exception to this. Incentives for effort and awards for achievement continue to maintain interest in the organization. The contests and awards program of FFA is an essential part of the overall activity. And yet contests and awards are merely the frosting on the cake, the surface recognition of basically sound activities underneath. We need to take an occasional look at the basic activities of FFA in order that we may keep the contest and awards program in proper perspective.

At least three highly important and valuable types of activity stand out in the FFA program. We should never allow the contests and awards program to overshadow or divert attention from such activities. First of the values to be derived from FFA activities is the training and experience which the individual boy receives in working with others as part of a group in Chapter, district, and higher organization. This value derives from a number of activities, such as working as a committee member and chairman, as a Chapter and higher officer and from learning and experiencing the correct handling of a group meeting. The business of agriculture has progressed a long way from the days of the grandfathers (or even fathers) of today's FFA members. The individual operator or worker in agriculture can no longer live "unto himself alone." He is faced by many aspects of his business which can be solved only through group discussion, planning and action. It is important that the farmer of tomorrow be trained and able to participate as an intelligent member of a group. It is even more important that he be able to operate as a responsible citizen within the larger group. FFA training helps the member develop the "know how" and ability for group participation. Practice within the organization promotes confidence in this new found ability.

Another value of FFA training, participation in cooperative activities, is closely related to the first value of operating as a member of a group. Yet it is a somewhat specialized, more formalized phase of group activity. As a participant in a cooperative activity the individual member finds himself part of a group working toward a well defined goal. He learns to focus the efforts of himself and his group upon the task in hand. He learns to delegate and to accept responsibility for action. He learns to count the costs of the action involved. And he learns to evaluate the results achieved in terms of the original need for action and the costs encountered along the way. Experience gained in sound, well planned and well managed cooperative activities should make of the FFA member a better farmer and a better citizen.

A third value to be derived from FFA membership is training and experience in community service. Such experience may come either through individual or group activity, though usually the latter. The old adage "what is everyone's business becomes no one's business" still holds. It tends to be intensified by today's competitive spirit on the one hand, and the vague

(Continued on page 124)

What is an "FFA program"?

How closely is the FFA program related to the vo-ag program?

ROBERT J. LOUGHRY, Vo-Ag Instructor, Hickory, Pennsylvania



Robert J. Loughry

IF any phase of an educational program is worth having, then it must be integrated into the whole. If the FFA program in the department of vocational agriculture is doing its job in the preparation for rural leadership, then it deserves recognition as a part of the total program of study in vocational agricultural education.

We can no longer speak of FFA and vocational agriculture as separate in and of themselves, for in the aggressive department there is so much overlapping that one can no longer be distinguished from the other. That leadership training can be reserved to those times when we are engaged in formal FFA meetings is not in keeping with modern concepts in educational psychology. By the same token, modern classroom procedure requires the type of democratic practice, so long advocated by the FFA, which will encourage and develop leadership.

If the FFA is considered to be an extra curricular activity and is shoved off in the school calendar to those times which are reserved for merely social and non-educational events, then the FFA program is likely to be just as meaningless. To get the greatest good from our work with the FFA we must consider it for its educational worth and integrate it into the total program of study. This places the FFA in the proper light, and in a position to receive the most respect from the teacher, the pupils and the administration.

Understanding Is Needed

The school's administrative officers must come to understand that the FFA is not just another club. They must be made to see that the methods used in the FFA Chapter can touch on every aspect of education in the department of vocational agriculture if the teacher is willing. The administrator must be sold on the value of training rural leaders through the democratic process which can be developed in almost any vocational agriculture teaching situation.

The vocational agriculture teacher should be aware of the very close correlation between advanced farming practices and leadership ability in the farmers of his community. Those farmers who are first to pick up and put into practice advanced farming methods are usually the ones who hold the places of leadership and respect in their communities. If it applies in actual practice, why shouldn't it be applicable to an educational situation?

It has been said that "achievement in the classroom is no measure of leadership." If the FFA program is integrated into the total vocational agriculture program of study, the above statement loses its meaning, for then achievement in the classroom becomes dependent upon the development of leadership ability as well as maturing in mental and physical skills. Many non-verbal boys are bubbling over with leadership ability and potential but never get to express it in the classroom because they are suppressed by a dictatorial teacher. If the FFA program and its ideals are integrated into the total program in the vocational agriculture department, then we need never worry about shackled, positive leadership abilities and potentialities of the rural youth who come to us.

Principles Apply Broadly

It is not our job as teachers to use the leadership just as it comes to us. We must develop leadership. We cannot do this in the one or two hours which might be allotted to "FFA Meetings" in one month. Leadership is learned. It must be conditioned in the individual over a long period; therefore, we must work at and with it constantly. The best way to accomplish such a purpose is to have in the total vocational agriculture program the FFA always at work. We must continually be making opportunities for boys to develop in the democratic techniques. This we can do every day in our classroom and teaching situations. It is not something which requires a great deal of fuss or bother, rather it implies that we take the same situations in teaching and treat them differently.

Many vocational agriculture teachers complain that they never have time to get their FFA work done. What a feeble excuse! With the FFA program integrated into the jobs of the total department one has all his work done for the FFA without thinking about it. Actually it is the same work with out the bother. The boys have it done without the usual coercion from the teacher. There can be only one reason for such efficiency, and that is that the boys have identified themselves with the total program and are more willing to do their best work in what is termed by some as FFA activities.

Those things we call the FFA program are such vital part of our work and accomplishments in vocational agriculture that most of us would find ourselves at a total loss without them. Our work in vocational agriculture has a long history for taking the lead in advanced methods of instruction. Yet would we have had this recognition had it not been for the FFA? Most of us would say yes, for if it had not been named FFA, we would have found something else to call this vibrant part

FFA—the Form and Substance

(Continued from page 123)

more important to teach boys than it is to teach agriculture. But the teacher of vocational agriculture is in the enviable position of being able to teach boys through the medium of agriculture. He does not have to choose between teaching boys and teaching agriculture. Let's keep it that way. And let's see that these and other worthy objectives contribute to the primary objective of developing a group of young men who are among the Finest Farmers of America.

Many new forces and some unexpected ones are being brought to bear on American Agriculture. It is not practicable to list them here. But these forces will give increasing emphasis to the substance of the Future Farmer organization. When new and far-reaching decisions will be made; when constructive changes occur; when the true voice of agriculture must be raised throughout the nation; or when farming becomes so competitive that only the best can survive, will there be an ample supply of Future Farmers and former Future Farmers to carry the load. The extent to which there is will be one test of whether boys enrolled in vocational agriculture had a serious training objective or were "just going along for the ride." □

Values of the FFA - - -

(Continued from page 123)

notion that some other person or group is meeting community needs on the other. Only as the boy through his organization begins to recognize community needs and to find ways of meeting them does he accept his full responsibility as a citizen of the present and the future.

To summarize briefly, let us not lose sight in FFA of worthwhile recognition and awards for achievement. But at the same time let us keep in clear perspective the basic values of FFA membership. The FFA organization with its varied activities provides the group training for the individual member, the experience in cooperative and community service activities.

We should keep constantly in mind that FFA work is an essential part of the program in vocational agriculture, not an extra-curricular activity of secondary value. Without the FFA experience many boys would fail to secure this broadened training needed by farmer-citizens of today and tomorrow. □

of our educational program. Certainly the FFA must be so well ingrained in the department of vocational agriculture that it lends itself to the total program.

If someone were to ask me to define what I considered to be my FFA program and what was my vocational agriculture program, I do not believe that I could honestly define one without the other. The FFA is the *pound of flesh* which is the very heart of the vocational agriculture program. □

FFA banquets

They serve many useful purposes - - -

J. C. ATHERTON, Teacher Education, University of Arkansas



J. C. Atherton

BANQUETS, fish fries, and similar activities have become a tradition with many Future Farmer Chapters. Often it is the climax of a year's activities. But occasionally, it is held early in the school year. Regardless of the season in which it is held, the banquet should be a means for the development of leadership and the promotion of good will. With proper planning it can be a very valuable instrument in the promotion of the whole program of vocational agriculture. It seems wise that if we are to conduct an FFA banquet it should be designed to render the greatest possible service to our program.

Its Values

On the local Chapter level, the banquet should be the show window for the agricultural department. And, as in the case of any show window, it should be attractive and in good taste. It should be designed to create favorable impressions in the minds of all who attend. In addition to the development of good will, a number of other values may be derived from it. First, the banquet should be a device for leadership training. In the planning and preparation stages there is a place for each boy to assist in the undertaking. A number of committees are needed to project plans and then to implement them. Each FFA member should be a member of one of the banquet committees. Suggested committees for the banquet include one for each of the following: program, food, arrangements, finances, invitations, cleanup, and reception. In a large Chapter the officers could comprise the executive committee

and have general supervision over the entire event. Committee planning and work would provide opportunity for growth on the part of each member. In most programs, several boys will have parts on the banquet program which are conducive to personal development also. An evaluation of the banquet might be held at an early date following the banquet. At this time the mechanics of the banquet could be examined and ways suggested for improving it.

A well-planned and well-executed banquet is an excellent means for bringing the school, the home, and the community closer together. Cooperation of the parents is essential for the success of the program of vocational agriculture. This cooperation comes about only through mutual understanding on the part of parents, son, and teacher. Proper seating arrangements, good food, and an excellent program largely conducted by the FFA boys do much to foster a spirit of fellowship and comradeship so essential to the well-being of the farm family. Parents see that their sons can participate in group activity and conduct a program in a commendable manner. New insights of what vocational agriculture really is, are also acquired.

Recognize Achievement

Awards for achievements are made at many local banquets. Some Chapters use this occasion to present the awards in farm safety, soil and water management, farm electrification, dairy farm-



Winners in the Arkansas state judging contests are announced at the banquet given for all contestants and their advisors. This usually is part of a State event but individual winners might well be recognized by their local Chapters.

ing, farm mechanics, and public speaking, as well as others. Recognition of the FFA member's contribution is made at a time when the parent is present to witness it.

Farmers, school officials, businessmen and others are given a resume of the past year's accomplishment of the Chapter. Here they learn what the organization is attempting to do and the successes it has had. Recognition and appreciation in the form of honorary degrees is shown adults who have made outstanding contributions to the FFA.

Banquets at echelons higher than the Chapter may provide for student growth and development also. Federation and district banquets, as well as those on the state association level, bring together FFA members from a number of schools. New acquaintances are made, ideas are exchanged, and plans for cooperative activities may be formulated. Recognition may be given for outstanding accomplishments of various members.

Each activity sponsored by the FFA, including banquets, should be purposeful and of value from the civic, the social, and the educational points of view. Otherwise, we can not justify the use of school time and school personnel for such events. □



Governor Faubus (seated next to FFA Sweetheart) participated in the annual state recognition banquet at Little Rock. He is the first former FFA member in Arkansas to become governor.



Honorary State Farmer Degrees are awarded by the State President. This activity is likely to be most appropriate in a banquet during a state-wide meeting.

Who is wagging whom?

A plea for an integrated program

BERT L. BROWN, Supervisor, Olympia, Washington

There seem to be some persons among vocational agricultural education leaders who are concerned about the FFA dominating the vocational agricultural program. You hear it expressed in various ways, such as: "The FFA is wagging the vocational agricultural dog." "The FFA has relegated vocational agriculture to the background." "We no longer have a purely instructional program but have substituted an FFA activity program." There is a much larger group of us who don't much care "which is wagging which." This group feels just as keenly the responsibilities of vocational agriculture as set forth in the vocational education acts as do the first-mentioned group. Both groups have the same aims and purposes, the same end point and the same objectives. It is the "means to the end," the methods of accomplishment upon which these two groups seem to differ. Many instructors, and other vocational agricultural leaders, see in the FFA and its activities an easier, more rapid, more effective method of getting the job done than was ever possible before the FFA.

Creates Incentive

Many will attest to this statement: "The vocational agricultural instructor has in the FFA the most effective teaching device or aid ever devised or put to use by any group of teachers." Many boys become interested in studying vocational agriculture and thus becoming established in farming or in agricultural careers because of the FFA. Interest is basic to success in any study. Interest on the part of the student makes him receptive to learning—makes teaching much easier. The incentives of advancement from Green Hand to Chapter Farmer, to State Farmer, to American Farmer give to the FFA boy the opportunity to acquire the technical and practical knowledge, the skills, and the physical assets necessary to advance his organization. Many of the young men who have been awarded the American Farmer Degree set this goal for themselves as boys of fourteen, just freshmen in high school, and studied hard and worked hard for as many as seven years in the achievement of this objective. Many boys with this propelling influence fall short of the coveted American Farmer Degree, but their advancement is far greater than it would have been without the FFA. Many of the successful young farmers of today will tell you that they received their all-important start and training within the ranks of the Future Farmers of America organization.

We all know of boys who have set other valuable goals for themselves in public speaking, leadership positions, livestock and crop judging, special parliamentary procedure awards, and other activities early in their high-school career. We have all seen these same boys work diligently and study

hard toward these goals under the propelling influence and drive provided to them by the FFA.

Increases Opportunities

It is easier to make contacts with farm homes and parents, develop supervised farming programs, and to get boys excused from the home farm work for school activities because of the name and reputation of the FFA. What other teacher has the opportunity or the device to gain access to the farm home on such a congenial basis? What other teacher has the advantage of working closely with a boy and his parents on the farm and in the home as does the teacher of vocational agriculture? Through the media of the FFA and the supervised farming program, the boy is able to learn by doing and to put into practice the knowledge and skills acquired in the agricultural classroom and laboratory. What greater aid could the teacher of vocational agriculture ask for in getting his job done of "meeting the needs of persons over fourteen years of age who have entered upon or who are preparing to enter upon the work of the farm or farm home"? What greater ally should he ask in helping him train and develop his students into active and responsible citizens of today so that they make take their rightful place in the world of tomorrow?

Emotional Appeal

The FFA is glamorous, not only to youth but to adults as well. Who can deny the thrill of attending the National Convention of FFA and seeing the streets of Kansas City, Missouri, at the close of one of the sessions, filled with good clean American youth dressed in the blue and gold jackets of the FFA? Or to sit in the huge Municipal Auditorium, nearly filled to capacity, when the National FFA Band makes its entry accompanied by the roll of drums and the rhythmic shuffle of many feet? Who can deny the thrill of being privileged to attend our State FFA conventions, with their outstanding and varied programs of public speaking, parliamentary procedure, judging contests, business sessions, awards and banquets? Who can deny the thrill of attending a local FFA parent and son banquet, at tables laden with too much food and attractively decorated in the blue and gold of the FFA, nicely served by the girls of the Future Homemakers of America, and in brotherhood with other FFA members, their parents and friends? So it goes for other FFA functions. Yes, the FFA is glamorous. How much easier it is to sell the vocational agricultural program with the assistance of the FFA.



Washington State FFA governing body planning their annual program of work.

Public Relations Values

The FFA is our best medium of public relations and of publicizing the vocational agricultural program. Through their program, through their leadership of themselves, their manner and their conduct these FFA boys have sold the vocational agricultural program, not only to other farm boys but to parents, school administrators, businessmen, industrial leaders, individual farmers, farm organizations, and, in fact, the American public both urban and rural in a manner that would have been impossible without them. How far would we have gotten without a national foundation or a state foundation for vocational agriculture? The boys of the FFA, through their organization, through their programs and worth-while activities are responsible for this sponsorship too. They have even helped to sell support for vocational education in the chambers of our state legislatures and in Congress, mainly through their excellent programs of work in their local communities, for our legislators know and take heed of what is happening "back home."

Many men in important positions wear honorary FFA degree pins with pride and dignity. This means these men have rendered outstanding service to vocational agriculture and the FFA. Among their number are farmers, businessmen, industrial leaders, school and educational leaders, professional men, leaders of our adult farm organizations, legislators, and others. They have supported and will continue to support, the vocational agricultural education program because of the FFA. This support is invaluable to vocational agriculture.

Develops Needed Leaders

Every year in increasing numbers many more former FFA members are taking their place of membership, leadership and citizenship in adult organizations in their communities, counties, state and nation. They are leaders in community service clubs, Grange, Farm Bureau, farmers' cooperatives, Farmers Union, livestock associations, school boards, advisory councils, county commissioners, city councils, the teaching profession, state legislatures, school administration, armed services, and even in our national Congress. This is one of our aims, one of the objectives of vocational agricultural education—for our students to be trained and developed

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Cooperation practiced and learned

A Chapter used cooperation as a means of developing a program.

ROLAND COOK, Vo-Ag Instructor, Okemos, Michigan

Cooperation is sometimes born of necessity; sometimes it is just the convenient or profitable thing to do. The activities of the Okemos Chapter of the Future Farmers of America recorded here were the things that we had to do together to have a good agricultural program in our school.

Okemos is just east of Michigan State University. Its land is rapidly being taken up by those who like the country but work in town. These people are interested in agriculture but have little opportunity for farming programs. Some means had to be found to provide boys with farm experience in addition to those at home. "Learning to Do" and "Doing to Learn" is the basis for agricultural instruction.

During the last five years co-operative projects have been developed so that at the present time the FFA owns 2 tractors, 12 purebred Yorkshire hogs, 100 chickens and operates 30 acres of crops and 2 acres of orchard. The boys in town can now have actual farming experiences. The boys on small acreages have the use of tools for their own work, and farm boys have a source of breeding stock and get experience that some could not get on their own home farms.

The Beginning

True cooperation started when the boys decided they needed a tractor to use on their own projects and to plant 4 acres of wheat. The FFA treasury showed a balance of \$7 to pay for a small tractor, plow, cultivator, scraper and mower. But what could we use for money? If we had \$176 in cash the dealer would give us 18 months time on the balance. We printed 38 bonds of \$5 value each, payable in 90 days at 6% interest. Boys bought bonds themselves; sold bonds to the Ag teacher and school administration, and one of

our State Farmers took the last \$40 worth. Some boys redeemed their bonds by using the tractor at \$1 per hour. Others did custom work plowing gardens, etc. The school rented it for cleaning walks and mowing. The payments were met and we had a tractor.

A Lesson in Credit

As is always the case, we next wanted a bigger, newer tractor. We had learned the usefulness of credit and, through an experience in buying a sow, we had learned of a farmers' loan cooperative where money was available to farmers for producing crops—The Production Credit Association of Lansing. We told them our wants, what we owned, what we owed, and how we thought we could repay the loan. They granted us a loan. We shopped around for a new tractor. Dealers were very helpful and we learned many things from visiting with them at their showrooms. We purchased an Oliver Super 55 with plows and cultivator. All the boys have used it on class projects and many have used it on their individual jobs. Two hours on school projects earns the use of the tractor for one hour at home.

We have received splendid cooperation from the school board and people of the neighborhood. We are farming this year 30 acres of land. Some of it is future school sites; some idle acreages privately owned. We "learn by doing" the economics, skills and approved practices of growing crops. Many plow for the first time with the FFA tractor. Corn, oats, wheat, and hay are now available for our livestock. We learn from our records that profit is not easy. We must produce cheaply and buy wisely if we pay our bills.



Two tractors owned by the Okemos FFA Chapter for use on group and individual projects.

Animal Projects

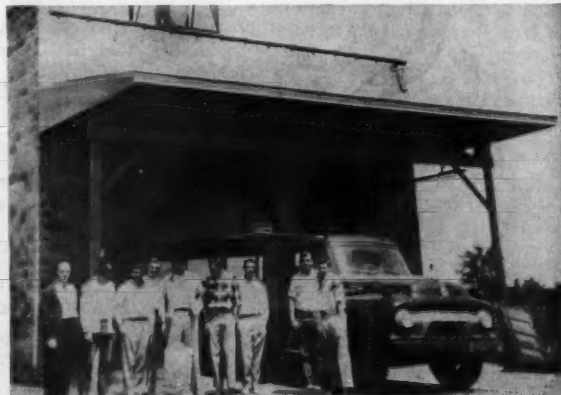
Several years ago we entered the FFA broiler contest sponsored by M.S.U. extension service. The chickens were brooded in a brooder house made by our Agriculture class on the school grounds. Two boys did the work each day, rotating so each boy was responsible for the chores several times in the 12 week period. When the time came for the contest it was made a part of the program of the poultry cooperative Association. There, besides seeing the judging, we learned the value of co-operatives such as the one for marketing eggs, the Michigan Livestock Exchange. From the Michigan Elevator Exchange and similar organizations we learned that farmers do not have to buy at retail and sell at wholesale which is so often the case.

Along with eggs goes ham! So in addition to our chickens we have hogs. A good sow costs more money than we had so we called on the Farmer's Production Association for a loan. We had corn and oats from our projects so it wasn't difficult to get \$250 to buy a registered Yorkshire sow. She had won her class at the State Fair and had farrowed 13 pigs. Old "Patsy" as she was named, was the most popular exhibit at school for a few days. We then moved her away from the school. Three sow pigs and three barrows went to boys for individual projects. One boar pig was kept to trade for a future sire. Four

(Continued on page 128)



Registered Yorkshires owned by Okemos FFA. Practical experience and excellent foundation stock for swine herds.



Feed for cooperative projects was obtained from the Farm Bureau Services. Practical values in cooperative purchasing were tested.

Cooperation has brought dividends

A Chapter develops a thriving swine project.

EARL JONES, Vo-Ag Instructor, Ontario, Oregon

The Kiwanis Club of Ontario, Oregon, listened with a paternal interest last summer as the local vocational agriculture instructor told a five-year project story. Using colored slides, the teacher pointed to investments in farming amounting to \$12,000 in the current year, and five-year profits of more than \$50,000, as dividends from a \$100 grant to the Ontario FFA Chapter.

In 1950, the Kiwanis Club provided money to start a hog chain for the local Chapter. One of the members of the Kiwanis agricultural committee, Ellis White, famous Western auctioneer and livestock expert, urged the Chapter to try one of the new hybrid lines. After consulting with a number of extension specialists, the Chapter purchased its first breeding stock of Montana No. 1's from two breeders in Montana.

Caution at First

Beginning modestly with one project, the Chapter went slowly until the animals had proved their worth in the farrowing house, in the feed yard, and in the slaughter house. The next year, the Chapter cooperatively bought a boar from an Idaho breeder and kept nearly all the gilts from the original sow. Since then business has snowballed far beyond a Chapter basis. Nearly 100 boy and adult breeders are now working together to produce a good acceptable lean type hog.

In 1954, the Chapter and several adult breeders banded together to form the Montana No. 1 Association, a co-operative marketing organization. On the Board of Directors, at least one member must be from the Ontario FFA Chapter. The advisor serves as a non-voting secretary-treasurer.

The cooperative approves animals for sale, maintains good boars for breeding, and gives advice to new breeders in feeding, care, and selection of animals. Extensive advertising in national and regional magazines helps provide sales for the excess breeding stock. Sales are divided as nearly equally as possible among the breeders, and a 5 percent charge is made to provide advertising funds.

That the cooperative has paid off is obvious after a look at the year's sales. Nearly \$3000 worth of weaner gilts and boars were sold for breeding stock in the first six months of this year. In addition, a few bred gilts and service age boars swelled the total. Montana No. 1's went to Wisconsin, Illinois, New York, Washington, California, Montana, Utah, Nevada, Colorado, Idaho, and Oregon this year through cooperative selling. Many more were sold to local farmers. A recent order for 40 gilts will be the largest handled so far.

Future Prospects

At present more orders are on hand than there are animals for sale. It has

been possible to keep this volume of sales because of the high standards maintained in the herds. Three separate blood lines are kept to provide unrelated boars and gilts. Many barrows are fattened for market to keep production checks on breeding stock. Rigid culling in production and type keeps the stock at a very high level. A number of breeders who purchased boars for cross-breeding have returned to buy gilts as replacements in their commercial herds. This attests to the gaining ability and high market quality of the local stock.

"Mighty oaks from little acorns grow"—but not without some cooperation from the soil and weather. Similarly, the once small project of one brood sow in the Ontario FFA Chapter has grown to a major business. But it did so only with the cooperation of the Kiwanis Club, adult hog breeders in the area and the interest of parents, extension and livestock men, and the boys in the Chapter. □

Cooperation practiced - - -

(Continued from page 127)

barrows went to the M.S.U. Farmers Week show were they won \$49 in prize money and sold for 5c a pound above market price. The check paid off our loan. In six months we owned Patsy and two of her pigs. Promptly she presented us with 12 more purebred offspring.

Buying Cooperatively

Besides our own grain we needed supplementary protein for the poultry and hogs. Ag II boys went to the Farm Bureau at Lansing and spent a couple of hours listening to Mr. "Bob" Ady who gave us much insight in the feeding and mixing of feeds. Extra feed was purchased by the FFA to secure ton lot prices. The boys who needed protein for their own animals purchased their feed and shared the saving.

We wanted a chain saw for our lumber project and to use by FFA members. We bought it, cut wood to pay for it and now we have another nice piece of equipment for our Ag Department.

Studying Cooperatives

How many hours do we study cooperatives a year? We don't know. If we have need, we talk it over in FFA meeting. If the need justifies the cost we proceed to purchase and devise means by which, together, we can earn



Ellis White (second from left) of the Kiwanis agricultural committee is discussing one of the association's fine brood sows with Wallace Harris, adult director of association (left) and Harold Amidon, student director. Earl Jones, Vo-Ag instructor, Chapter advisor and secretary-treasurer of the marketing association is on the right

enough to pay for it. We use the co-operative organizations at our disposal to help us out.

We have had contact with the Production Credit Association, Federal Land Bank, Farm Bureau Services, Michigan Swine Breeders Association Membership, Poultry Coop, visited the Michigan Livestock Exchange, Farmers Market at Benton Harbor, used services of the Artificial Breeders Association on project cows, and bought chicks from a member of the approved hatcheries Association. We expect to sell hogs at the FFA fat stock sale in August and a boar in the fall Swine Breeders sale.

Conclusion

By cooperating we have built up an inventory of over \$2000 which helps us in our instruction and on projects of individual members. We have added equipment for maintenance of school grounds and athletic field. We have financed summer trips to many points of interest in our state. By working together we have many things we couldn't have had alone. We own stock in P.C.A. and will have our representative at their meeting when we elect officers next winter. Through cooperation we are able to have an agricultural program in our school that will meet the needs of the boys in our community. □

The Cover Picture

One of the very impressive scenes during the 1955 National Convention of the FFA is shown on our cover page. The picture shows the Regional Star Farmers and their parents during the ceremony of conferring Star Farmer awards. Standing with the parents and their Star Farmer sons are the National FFA officers who escorted the parents to the platform.

Massed in the background are the State flags, held by the Star State Farmers. The orchestra for the occasion was flown from New York City by the Firestone Company. The awarding of Star Farmer recognition was one of the outstanding events of the 1955 Convention.

As viewed by one whose experience has been unusually complete.

FFA—vocational agriculture's strength

MERRIL T. CARTWRIGHT, Vo-Ag Instructor, Kossuth, Mississippi, and Former Vice-President of the National FFA



Merril T. Cartwright

I can hardly remember when I did not believe in the Future Farmers of America. That organization directly placed me where I am today—a teacher of vocational agriculture, an adviser to an FFA Chapter.

As a freshman in high school, my highest ambition was to be a Future Farmer of America. I had seen the great and good things that had come to other boys through participation in this organization and I felt that, with my cooperation, such good things could come to me. To be a member, one had to be a student of vocational agriculture and I enrolled as quickly as possible. Having lived on the farm all my life, vocational agriculture work was in line with my thinking. Thanks to the Future Farmers of America organization, I was being helped daily with my earliest occupation—farming.

A Unified Program

FFA and vocational agriculture became so closely knit in my mind that I thought of the two as one. I hardly knew where classes ended and FFA activities began, so closely connected were the activities of both. We were taught good parliamentary law—we entered Parliamentary Procedure Contests. We were taught farm subject matter—we entered Public Speaking Contests. We learned of the better animals, poultry, seeds—we entered the Judging Contests.

We were helped to better ourselves and our farms—we earned State Farmer and American Farmer Degrees.

When I received my American Farmer Degree, I had one higher yearning—to become an officer in the National FFA organization. With good training behind me, I obtained my goal. I had a chance then to look at FFA and vocational agriculture in an over-all scope. All over America I saw the learning and teaching in vocational agriculture being put into practice through FFA activities. As a blood transfusion is to those who need blood, so is FFA to the vocational program. The organization of the Future Farmers of America enables vocational agriculture teachers to know each other from state to state. Boys from the cotton states learn from boys from the wheat states. The National FFA Convention lets the boys from a small rural community really know what the Eagle in the FFA emblem means. Vocational agriculture teaches; FFA educates!

Value of Immediate Goals

Vocational agriculture's strength lies not only in what teachers put over, but more in what the boy carries home. A student carries home more of that in which he is interested. FFA causes greater interest and helps one remember the worthwhile that might otherwise be forgotten. Teen age farm boys must be able to see immediate results. Vocational agriculture aids them now, but more than that, trains them to be farmers of the future. In FFA all their activities are for now; they materialize while the interest is still keen.

FFA is Vo-Ag's best public relations. Being the focal point, it lets the com-



Chapter winner in Public Speaking, James Moffitt, has exhibited outstanding speaking ability.

munity know. Programs by FFA members let the public know what is being learned in vocational agriculture. Newspaper articles sent in by FFA reporters tell them what the members are doing. Talks and other events before the P.T.A., school assemblies, and civic clubs show friends how well Vo-Ag uses "learn to do by doing." Well-planned FFA Parent-Son banquets let the parent know quite readily what the son is getting out of the Vo-Ag classes.

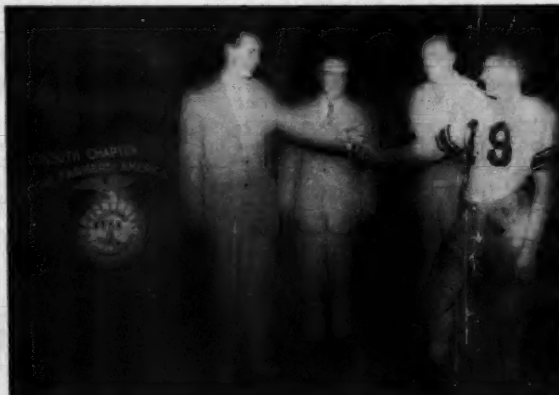
Promotional Value

FFA is vocational agriculture's strength. For concrete examples, let us look at young men who have taken advantage of the opportunities in the organization. It is such young men that cause ninth grade boys to feel the need of taking vocational agriculture; it is such young men that cause public schools to feel the need of a vocational agriculture department; and it is such young men that cause communities to feel thankful that they have within their midst a vocational agriculture program. Through his profound interest in FFA Public Speaking, one fifteen-year-old member earned a very good salary speaking for a state political contender.

(Continued on page 134)



Participants in State Parliamentary Procedure Contest are the North Mississippi district winners from Kossuth FFA Chapter. They are from left to right: Roy Kitchens, Donal Russell, James Moffitt, Thomas Bell and Charles Yancey.



Kossuth FFA Chapter President Charles Yancey accepts for his Chapter a Chevrolet pick-up truck from the Lanning Chevrolet Company. Even football couldn't interfere with this important public relations event.

National FFA contests have value

An integral part of many vo-ag programs

GALE G. JOSLIN, Vo-Ag Instructor, Jasper, Missouri



Gale G. Joslin

AFTER using the National FFA Chapter contests for many years as an integral part of the total program of vocational agriculture, to suddenly have to do without them would be losing the most valuable interest factors in my teaching program.

My objective in this article is to relate how I think the National FFA Chapter Contests (Chapter awards program) has enabled me to do a better job of conducting a well rounded program. No inference is intended here that teachers whose departments haven't been participating in these contests aren't carrying on well rounded programs but rather to illustrate how these particular contests can accomplish a lot for you.

In all too many instances I have observed a lot of Vo-Ag teachers who still regard the FFA as an extra curricular activity or an appendage to their vocational agriculture courses.

This attitude alone is enough to deflate the real meaning of the Future Farmer program and no doubt is much responsible for the FFA in several localities occupying secondary and tertiary positions to other youth organizations.

The official FFA Manual on the introductory page states that "the FFA is an intra-curricular activity having its origin and root in a definite part of the school curriculum—vocational agriculture."

Basis for Program of Work

In the Chapter that I advise we set up our program of work around the National Chapter Contest. I have found no better place to start improving my supervised farming program than by incorporating all we want to accomplish right in our Chapter activity program. For example, you want your students to produce high yields per acre on their crop projects, so many pounds of pork on a given amount of feed in a certain number of days or so much milk per cow. Why not let Chapter members work out these goals and means of accomplishing them and make them a part of their program of work as a Chapter? In doing so you can get all Chapter members working for each other for they become anxious to complete their program of work in the hope they can achieve some of the district, state or national awards.

I believe, in most cases, the students' desire to win an award in the Chapter contest is secondary in nature to having a better supervised farming program and that's as it should be. But if the con-

test can stimulate the boys to have better programs, to engage in more co-operative and community service activities, to improve their scholarship and leadership abilities then you have a tool for doing a job for you in an efficient labor saving way.

In my department the National Chapter Contest and awards program has served as this effective tool. Our objectives all over the country in vocational agriculture are fundamentally the same—that of getting the boy successfully established in farming and building good citizenship and character at the same time.

Stimulates Farm Mechanics

Participating in the national awards program has caused my students to do a much better job in farm mechanics. This is due partly because we have goals in our program of work like "saving on machinery repair" and "constructing home farm shops." The goals themselves of course would serve no purpose but if they're placed in the program and the necessary follow up is carried out the goals, in most cases, will be satisfactorily completed. Also a good many students become self motivated once they learn about the FFA Foundation Farm Mechanics Award. So the boys are just working for an award, you say? If they improve their farm mechanics activities enough to win one or even get in the race you will have accomplished much more than if they weren't interested in the contest. I believe the end result justifies the means in this case.

The same could be said for the farm electrification awards, dairy farming, soil and water management and the others that are set up for encouragement to do a better job, and they are being used by many teachers to advantage. Unfortunately many have never availed themselves of this splendid opportunity.

Additional Effort Justified

Some teachers have told me they would like to participate in the National Awards program but it required so much work they didn't want to spend the effort. My own personal opinion is that the national contests help you organize your work to a better advantage and secondly, they wouldn't be worth much anyway if they didn't require a little effort. Also a teacher who dislikes this much work probably needs a little stimulating by some method.

In conclusion I believe that making use of the National Awards Program will improve your FFA public relations 100 percent. The many new activities that your Chapter will engage in will create a healthy source of news material that will make publicizing your FFA an easy task. Indeed there never has been a time when good public relations and promotional effort in our programs

Who Is Wagging Whom?

(Continued from page 126)

into active and responsible citizens of today so that they may take their rightful place in the world of tomorrow. Almost without exception, these men in active leadership today who were former FFA members, give the leadership training, the public speaking, and the parliamentary procedure training received while members of the FFA their due credit.

Publicity Values

The FFA is the show window for vocational agriculture. How else could we tell our message of the good work and excellent accomplishments of the vocational agricultural program to the general public than through the showing of educational displays, farm shop work, high-quality livestock, horticultural and crop exhibits, demonstrations, the leadership and conduct of members, except through the FFA? In our state, close to a half-million people, the large portion of them city people, see the work of vocational agriculture through FFA exhibits at one of our fairs. How could we reach this large a number, and particularly the city dweller, except through the medium of the FFA as a show window for vocational agricultural education?

An Integrated Program

We in vocational agriculture have a very large job to do if we live up to the duties and responsibilities we are charged with in the vocational education acts. Why should we concern ourselves to any great extent with how it is accomplished; that is, whether we accomplish this service to the rural people of our state and nation through the FFA or purely through vocational agriculture? After all, most of us are working under the impression that vocational agriculture and the FFA are integral part of vocational agriculture, are inseparable—the vocational agricultural program and the FFA. This was one of the reasons and necessities for P.L. 740—to make the FFA a legal and integral part of vocational agriculture. What most of us are more concerned about is seeing that a complete, thorough and high-quality job is done of serving the educational needs of the persons who have entered upon or are planning to enter upon the work of the farm and farm home. Through the FFA we can do this job easier, quicker and more thoroughly. We are thankful for the FFA—the national organization of farm boys who are receiving systematic instruction in vocational agriculture in the public high schools of the United States of America, Puerto Rico and Hawaii. □

Chapter members as well as Advisers and other leaders can get some good ideas and procedures from articles in this issue.

was more vitally needed than now. The National Contests and Awards Program can help all of us accomplish much along these lines. □

Training for FFA officers

Provides leadership training for future farmers in New York

J. O. SANDERS, Supervisor, New York



J. O. Sanders

THIS is the 12th year of an organized, correlated leadership training program for future farmers in New York. Prior to 1944, any training that was done was carried on by individual teachers as a local Chapter activity. In the entire state not more than a score of local Chapters gave any semblance of organized training in the field of leadership, and a rather large part of that training dealt only with the conduct of meetings.

The first leadership training school for state officers was held in the Perry Central School in the fall of 1944. The training was so enthusiastically received by the boys that plans were immediately made to hold a county group officers training school at Cornell University that winter. For the past five or six years the program has been held at Camp Oswegatchie, the New York FFA Camp, located in the western foothills of the Adirondack Mountains.

Training for State Officers

The program is based on the premise that a future farmer should be trained to take his place in rural society as a leader and an ambassador of good will, not alone in Future Farmer activities, but also in agricultural organizations. Each state officer receives a very intensive course in parliamentary procedures. He must become proficient in conducting meetings. Each boy, in turn, acts as the presiding officer or the secretary of a practice meeting with the other officers and their advisers making up the delegate body. Business is transacted and the minutes of this practice session are read. Every phase of the activity is criticised by the leaders and by the boys themselves. A pamphlet,

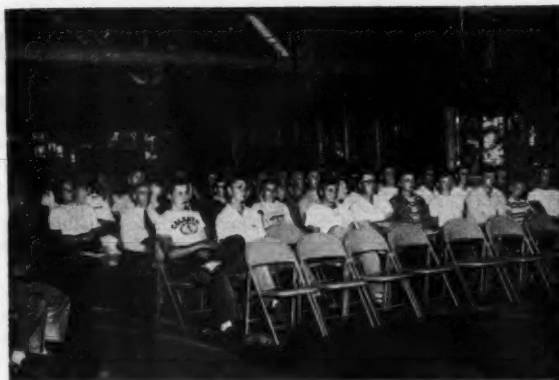
entitled "Parliamentary Procedures for New York Farmers," is provided as a guide to assure that the phrasing of motions and the procedures for conducting business will be uniform throughout the state.

Much time is spent at the training school in perfecting the officers in the various FFA rituals. Practice, followed by criticism, repeated time after time, with careful attention to the details of the exact memorization of each part and the correct enunciation and pronunciation of each word, ultimately brings satisfactory performance by each officer.

The boys prepare ten minute speeches about the FFA for presentation at Granges, service clubs and other meetings to inform the public about future farmer activities. Speeches for presentation at FFA Parent's Banquets or for official Chapter visits are prepared, presented and criticized. In the preparation of these talks, the boys become familiar with the organization of the FFA and the State program of activities. An important part of this training is the practice of making extemporaneous talks on various subjects presented by the advisers. Procedures in introducing speakers at banquets or meetings are discussed and then the boys practice making introductory speeches.

Throughout the entire training program, emphasis is placed on the proper conduct of a Future Farmer. Personal grooming, the proper care and use of the official jacket and gentlemanly behavior are all stressed. The duties and responsibilities of each officer are developed with the boys, thus giving them a greater incentive to fulfill their obligations.

The mechanics of the training pro-



A vesper service is held each evening for the group officers.

All photos by H. L. Noakes

gram are quite simple. Each state officer's adviser is assigned a specific area to cover in the training. This adviser is given materials which will tend to implement his teaching and keep the instruction within the bounds of the overall state-wide plan. Following the presentation of the instruction, each boy is given an opportunity to practice what he has just learned. An opportunity for criticisms and compliments is allowed after each practice. The boys become so interested that they soon offer the criticism, which improves the instruction.

Chapter and County Officers Included

The training program does not end with the state officers. About the middle of the training week, the county group officers arrive at camp for their training program. Each state officer is assigned a district area of the state to service and he becomes responsible for the training of the officers from his district. The program for the county group leaders is similar to that for the state officers except that it is not quite so intensive. Each set of county group officers develops a tentative program of activities for its group for the coming year.

In September and October the county group officers conduct a leadership training school for local Chapter officers in their respective counties. This training is patterned after the training which the group officers had received. Thus our cycle of leadership training is completed for the year. A uniform pattern

(Continued on page 136)



Extemporaneous speaking practice is held on the porch at Camp Oswegatchie.



Drill on the opening ceremony ritual is a definite part of officer training.

Training for leadership

At the Kentucky FFA leadership training center

JAMES MADDOX, Director FFA Leadership Training Center, Kentucky, and HAROLD R. BINKLEY, Teacher Education, University of Kentucky



James Maddox

"Future Farmers, why are we here?" "... and develop those qualities of leadership which a Future Farmer should possess."

In Kentucky, Chapter officers are elected and most committee chairmen are appointed before school is out in the spring. Chapter officers and committee chairmen, with their advisers, come to the Kentucky FFA Leadership Training Center to participate in a leadership training program which is designed to make a significant contribution toward developing those qualities of leadership which Future Farmers should

possess. The training in leadership follows the pattern of good teaching—instruction followed by supervision of the practice. The program provides opportunities for developing leadership—instruction in leadership and supervision of practice in leadership. Maximum boy-leadership is sought in all phases of the training program—in the panel discussions and class sessions in the morning, in the special-interest classes, in the recreational program in the afternoon, and in the night programs.

The Program

During the summer of 1955 there were seven periods of leadership training at the Training Center. Each period started at noon on Monday and ended at noon on Friday, making a total of four days. During a typical week at the Center some 200 boys received instruction and practice in leadership under supervision. On a planned basis about 114 boys participated on panels or led small-group discussion during a week. An additional 50 to 60 each week had opportunities for practicing leadership in the recreational program, as members of the council, on the night programs, or in miscellaneous activities.



Harold R. Binkley

Instruction in Leadership

The bulk of the instruction and much of the practice in leadership made up the morning part of the training program. The morning program was composed of four 50-minute periods as follows:

- 1st period—General assembly—Panel discussion of a specific phase of democratic leadership.
- 2nd period—Classes, by officers—Officers discussed their duties and responsibilities and how to carry them out.
- 3rd period—By groups (18-27 boys per group)—Group discussion of the organization and operation of an FFA Chapter.
- 4th period—Chapter time—Each Chapter adviser met with his boys to exchange ideas and to make plans for the coming year.

The fourth period was provided during the last weeks of the training program as a result of teachers' request to have some time of their boys to themselves.

Instruction in Leadership

The first period each morning was a general assembly with a panel discussion

of a specific phase of democratic leadership. Each panel was made up of 12 Future Farmers, with a different group of boys on the panel each day. During the week 48 boys participated on the four panels. The phases of democratic leadership discussed by the panels were as follows, in the order named:

- 1st day—Effective Democratic Leadership
- 2nd day—Qualities of Leadership
- 3rd day—Goals for Developing Leadership
- 4th day—Opportunities for Developing Leadership

Boys volunteered to participate on the panel from day to day. A member of the staff at the Center worked with the boys in preparing them for and in conducting the panels.

Classes for Chapter Officers

Chapter officers led the daily discussions in the various classes for officers during the second period each day. Four boys in a given group of officers—for example, the presidents—along with an adviser constituted a discussion-leading team for the presidents for the week. The four boys with the adviser planned as a team for the discussion each day. A different boy planned to lead the discussion each day, while the other three members and the adviser planned to participate and to help out with the discussion. The Center had prepared materials for use by the discussion leaders and advisers. Problems dealt with, one each day, in the class of presidents, in the order named, were:

- What are the duties and responsibilities of the president?
- How become a good presiding officer?
- How prepare for a Chapter meeting?
- How conduct a good Chapter meeting?

During the second period of instruction each morning there were separate classes for vice-presidents, secretaries, treasurers, reporters, sentinels, and committee chairmen. Each of these classes had a discussion-leading team with an adviser which operated in the same manner as the one for the class of presidents.

(Continued on page 133)



This panel of 12 Future Farmers is discussing qualities of leadership. The Future Farmers volunteered for this panel and spent about an hour and a half as a group, with the help of a staff member, in preparing for the discussion.



Four Future Farmers, with the help of an adviser, are preparing for a small-group discussion to be held the next day. One Future Farmer will lead the discussion; the others will assist. Sixteen such groups prepare in this manner each day.

dents. This second period provided an opportunity for 32 boys to prepare for and lead small-group discussions during a week.

Instruction in Chapter Organization and Operation

For the third period of instruction the boys were organized into eight equal-sized groups, the groups averaging approximately 25 boys each week. During this period all eight groups dealt with the same problems as follows:

How elect a good set of Chapter officers?

How set up the Chapter-committee organization?

How to set up the Chapter program of activities?

How to carry out the Chapter program of activities?

Each of the eight groups had a discussion-leading team of four boys and an adviser. These teams prepared for and conducted the discussions the third period in the same manner as the teams leading the discussions the second period. The Center had prepared materials for use of these teams. This third period provided an opportunity for 32 additional boys to plan for and lead small-group discussions during a week.

The first three periods in the morning provided opportunities for 114 boys to practice leadership by participating on panels and by leading small-group discussions during each week.

Leadership Training Continues Throughout

Leadership training did not end with the morning sessions. Leadership training and opportunities for practice of leadership continued into the special-interest classes held the first hour after lunch, the recreational program each afternoon, and the programs held each night.

The special-interest classes included Beginner's Swimming, First Aid and Water Safety, FFA Work, Casting, Photography, Rope Work, Electrical Work, Conservation, and Driver Safety. These classes all ran at the same time. Each Future Farmer selected one of these classes and attended it for the

week. Teachers of agriculture and visiting instructors from the Department of Fish and Wildlife Resources, the Kentucky Utilities Company, the Kentucky State Police, and the Staff at the Center conducted these classes. Boy participation was encouraged; in many instances the Future Farmers were used in presenting materials and in leading the discussions.

Recreational Program

Those planning the program provided for a wide variety of recreational activities. Following the special-interest classes each afternoon the recreational program began. Recreational activities included swimming, basketball, volleyball, softball, shuffle board, table tennis, badminton, horseshoes, and various track events. Boys were placed in position of leadership for the athletic events. Here again, emphasis was placed on leadership experiences for Future Farmers—these activities offered opportunities for practice of leadership under supervision.

Night Programs

A different Chapter was in charge of the night program each evening. The Chapter opened the meeting with the regular opening ceremonies and presented the program. The programs varied from night to night. A general orientation usually constituted the program the first night, followed by a Highway Safety Program, a Conservation Program, and an FFA quiz on the last night.

Each week an eight-boy council was elected, one boy from each of the eight groups. The council worked with the director on all phases of the training program. These boys evaluated the program as boys saw it and made recommendations for improvement. They also assisted with inspection of the cottages each morning.

Follow-up of the Training Program Is a Must

The leadership experiences in which Future Farmers participated while at the Center are only a beginning. It is felt that the program offered made a

very definite beginning in training Future Farmers for good rural democratic leadership in that it provided instruction in leadership, opportunities for boys to exercise leadership in all phases of the program, and the practice of leadership under supervision. Follow-up supervision and further training by the teacher of agriculture in the local Chapter in all phases are a *must* if boys are to continue to develop into good democratic leaders.

Adequate Facilities Helped Make the Training Program a Success

Since 1950 the facilities at the Center have undergone a marked improvement from a run-down CCC camp to a modern, up-to-date set of buildings with modern equipment and furnishings. The buildings are of concrete block and pine-panel construction. Facilities include:

22 cottages, 20 x 32 ft., each of 2 rooms, to accommodate 8 persons per room.

3 central bath houses with toilet facilities.

Kitchen—Cafeteria. Kitchen, 40 x 40 ft.—electric, stainless steel sinks and cafeteria counter—walk-in refrigerator.

Dining hall, 40 x 72 ft.—seats 250 at tables with chairs—stone fireplace at each end.

Administration building—offices—registration facilities—lobby—eight guest rooms—toilet facilities.

Outdoor auditorium, pavilion type, 40 x 64 ft.—roof and floor, with no side walls.

Two educational buildings—one with 4 classrooms 20 x 30 ft.—chalk boards—chairs and an indoor auditorium 40 x 72 ft.; the other with 3 classrooms, 20 x 30 ft.—chalk boards—chairs.

Swimming pool for 200 people.

Canteen, 20 x 30 ft.

Parking lot—150 cars.

Recreational facilities include swimming pool, softball diamonds, volleyball and basketball courts, concrete shuffle board courts, badminton and horseshoe courts, a three-acre lake, and some 60 acres of land, mostly woods. □



A Chapter president leading a group discussion of presidents on specific phases of their duties and responsibilities. Practice of this kind is an important part of the training.



A class of beginning swimmers crossing the pool. All boys are allowed three periods during the day for swimming—before breakfast, in the afternoon, and after the night program.

A growing activity in FFA programs

Parliamentary procedure improves public relations

G. R. ZIEGLER, Vo-Ag Instructor, Deming, Washington



Glenn Ziegler

THE development of public relations has become a major factor in our world today as more and more effort is being expended to bring about a feeling of good will and friendship in all walks of life. With our vocational program, as well as our entire school

program, being subjected to constant criticism, any activity which gains whole hearted public approval is a step in the right direction. FFA parliamentary procedure training is providing that step in many communities in Washington today. Future Farmers are putting on parliamentary drills or demonstrations for keenly interested members of Granges, Farm Bureaus, P.T.A., and other groups. With these drills and contests serving as an introduction to Future Farmer work, the varied goals and activities of the entire FFA program are gradually unfolded.

The development of competent and efficient leaders has been a major goal of the Future Farmer organization since its founding but the progress in our state since the development of these contests has jumped by leaps and bounds. Still comparatively new, they have spread like wildfire and today most of our 143 Chapters enter preliminary contests, with the winners moving on to district, sub-state, and the final state championship round which is a feature of our annual state convention.

Interest Grows

Parliamentary procedure contests have made a deep and firm impression in every high school from which Chapter teams have originated. It seems to be infectious and, starting with Chapter members, readily spreads throughout the school. Students and faculty members alike grasp the opportunity to become familiar with the fundamentals of parliamentary procedure, as they realize its value in all group meetings. An even more enthusiastic reception has been accorded the activity by various community organizations. No other FFA activity has ever reached as many people and been so favorably received as parliamentary procedure work in our rural communities.

Scattered contests have been held throughout the State for many years but it was only nine years ago that they were started on a statewide basis. Advisors Don Orr and Henry Mohoric and other King and Pierce County advisors really "carried the ball" in establishing the work in their area, from where it spread throughout Washington.

Purpose and Means

Parliamentary procedure, based upon Robert's Rules of Order, is designed to train members in the conducting of group meetings, to participate in these meetings and to follow the wishes of the group which are arrived at in an orderly manner, with all members having equal rights of expression. Our contests are set up with three teams of six members each on the floor at one time. Team No. 1 serves as the officers, with the other two teams acting as floor members of the same Chapter. After the regular opening ceremony, previously agreed upon topics are drawn from a hat by the secretary and the battle is on. Team No. 1 is allowed eight or ten minutes for conducting its business and then each of the other teams is given a similar turn.

Some criticism has been directed at the repeated use of the ritualistic ceremony by each team, but participating members seem to favor this "to get their feet on the ground." Teams are scored on their ritualistic work, their ability to conduct business, their familiarity with parliamentary procedure, their use of sound logical debate and their sportsmanlike attitude and conduct. Of course each team attempts to confuse or cross-up its competitors but to do so in a fair and approved manner. The contests are rather unyielding and difficult to score but competition seems necessary to provide the incentive for thorough training. A lack of competent judges has been our major problem with these contests to date, but regardless of the decision of the judges, a large number of FFA members are receiving some very valuable training. Several new and supposedly simple systems for judging have been proposed and it is hoped that a committee of instructors at our annual conference can combine the more desirable points of these into a satisfactory scoring system. Occasionally a "wise guy" will cause some resentment by taking advantage of untrained leaders at student meetings. However, this situation is easily avoided by a few well-placed words from the adviser.

Parliamentary procedure has been of unlimited value in publicizing our FFA work and in developing good public relations. In addition, it provides an interesting and worthwhile activity in which all members may participate. It also stimulates interest in all activities and increases knowledge of the FFA through well-chosen discussion topics.

Parliamentary procedure has made its



1954 state champion parliamentary procedure team, Mount Baker Chapter, Deming, Washington.

FFA—vocational - - -

(Continued from page 129)

Another such interested member worked as a radio announcer while still in high school. Today when the Legislature meets in Florida, representatives from the four corners of that state are directed by a past national president of the Future Farmers of America organization. Still an active FFA'er at heart, he will never miss an opportunity to favor vocational education in a legislative way.

Yes, the Future Farmers of America organization supplied the spark that caused me to achieve my ultimate goal. Interest in the FFA led me to take vocational agriculture. Continued interest in both induced me to train myself in agricultural education and thereby choose for my life's work teaching vocational agriculture.

Today, as high school freshmen enter my Vo-Ag class, it is quite evident from their avid enthusiasm for FFA where their greatest interests lie. They know that with their cooperation the FFA and vocational agriculture can do great things for them. They enter contests willingly and happily. They are proud, indeed, that a local Chevrolet dealer believed in the organization enough to present them with a pick-up truck. They are enthusiastic over the "Pig Chain" that the Chapter has begun. They are looking forward to better FFA activities and greater participation. Those students with their FFA ambitions make me know that without a doubt FFA is vocational agriculture's strength. □

Coming In January

The January issue will feature the Farm Mechanics program in Vocational Agriculture. You may find there solutions to some of your problems.

place in Future Farmer work in Washington. With contests providing the stimulus for maintaining interest and thorough training, our state and its future will be the eventual winners. □

Ag teachers appreciate simplifications!

Especially in FFA foundation award forms

CEDRIC A. LAFLEY, Ex. Sec., Vermont Association of FFA



Cedric A. Lafley

WHEN I was teaching Voc-Ag I was rather indifferent toward FFA contests and awards, I never thought I had a boy good enough to win an award; at least, not good enough so that I felt I could bother about making out the forms. Yet, somehow, I just couldn't help having a twinge of conscience about it all. I suspect many other teachers feel the same way about contests and awards. However, since having become Executive Secretary of the State FFA, I have always wondered if the most deserving boys get the Foundation Awards; particularly, when so few applications come to my desk.

About two years ago our State FFA Board of Student officers put some thought into this lack of participation in Foundation Awards. What they came up with made sense. I am passing this on in the hope that it might lighten the load of the Ag Teacher and yet not boycott the Foundation Awards Program.

Causes of Lack of Interest

The FFA officers dug up the following possible reasons for the meager number of applicants for Foundation Awards:

1. The National Foundation forms were too lengthy, complicated, and repetitious.
2. Chapters had no systematic way of discovering possible award applicants within the Chapter, and therefore few awards were being made.
3. Few, if any, Chapters had participation in contests and awards as a part of their programs of work.
4. Chapter members were not properly informed about these awards even though each Chapter had the necessary information.
5. No second or third place awards were being offered on the state level and so an applicant for a Foundation Award either received \$100 or nothing, which is quite a drop.
6. Neither the Ag Teachers nor FFA members knew whether the accomplishments of any individual were worthy of consideration.

The above reasons, although not complete by any means, were enough to cause action to be taken. Of course, that's one of the purposes of an Executive Secretary—to carry out the wishes

of those who do the thinking. I will relate to you what happened.

Means of Stimulation

The State FFA Board of Student officers instructed me to form a committee of Ag teachers to simplify the National Foundation Award forms. This was done by getting together three teachers who had had award recipients in recent years. They reduced the five to seven page national forms to two pages. Thus, each award form was complete on one sheet of paper. Needless to say, the FFA adopted the simplified forms.

Next the State FFA Board added second and third place awards in all the Foundation Award areas. They recommended through their Handbook that Chapters should include participation in contests and awards as a part of their program of work. Also, in the Handbook a place should be provided for Chapters to record the names of individuals who might plan to make application at the end of the year in the different award areas.

The State officers also decided that on their evaluation visit to Chapters they should check on possible Foundation Award applicants and encourage them to make out the simplified forms. To aid these officers, I was to receive



Norman Dubois (at right) of North Troy, Vermont receiving a Foundation Award from the Awards Committee Chairman, William Newton of Chester, Vermont.

at the end of each year, the names of all Chapter Foundation Award winners. Thus armed, the officers felt that they could help to make sure that most all worthy individuals would be considered.

Yes, of course, the results! You must remember that we have just started on this new avenue of approach and good changes come about slowly. What I mean is, there has been slightly more participation in Foundation Awards. More Chapters are making Chapter awards. A list of names of Chapter winners is being compiled. More state applications are being received. Some Chapters are planning participation at the beginning of the FFA year. And some Chapters *ain't* doing a thing!

If this system of simplified forms, etc., continues to work, I will feel sorry for the Chapter in our state that has taken in \$1565 in Foundation Awards in the last 5 years. Its competition promises to increase. □



Shown above are the FFA National Officers for 1955-56. Left to right (seated) are Dan Dunham, Lakeview, Oregon, president; Terrell Benton, Jr., Jefferson, Georgia, student secretary; Lennie Gamage, Cartersville, Virginia, vice-president, Southern Region; (standing) Dale Ring, Wooster, Ohio, vice-president, Central Region; Lynn Loosli, Ashton, Idaho, vice-president, Pacific Region; and Allen Colebank, Morgantown, West Virginia, vice-president, North Atlantic Region.

A local Chapter improves community relations

A service club is repayed for previous support of the Vo-Ag program.

O. E. BORN, Vo-Ag Instructor, Waukesha, Wisconsin

JULY will remain a highlight of activities for the Waukesha FFA Chapter for some time. It was on Monday, July 11th, that the Waukesha High School FFA Chapter prepared and served 326 halves of broilers to dads, Rotarians and invited guests.

Of special interest is the fact that these youth planned for nearly six months on repaying the Rotarians for the favors the Rotary had rendered the local Chapter. The top Rotary project is the sponsoring of a poultry auction of birds donated by FFA members. This usually is held at the Christmas season and the prices paid are well in line with the spirit of the season. After the 1954 auction which netted over \$350.00 the FFA officers worked for weeks on a plan that would be practical, be enjoyed by the Rotarians, and still advertise and boost agricultural produce. The plan of a poultry barbecue seemed most popular and, from results, was a most wise selection. Mr. Herb Kramer of the local hatchery suggested that he would donate birds if the boys would keep them in separate pens and use various local feeds to make their comparisons.

Basis for Instruction

Ronald Garvens, a graduating senior offered his garage as the place to grow them and offered to weigh the birds every two weeks as well as to feed and care for them.

Mr. Ted Borenitsch, of Wauke Mills, and Mr. Al Garvens of Farm Supply, were contacted and were eager to try their feeds in competition with other companies to check feed conversion, rate of gain, etc.

Organization Required

Mr. R. G. Hein, Superintendent of Schools and Rotary President was contacted for a date and July 11th was selected.

Sunday, July 10th, the officers met

along with Mr. Born and Mr. Ruhr, local FFA advisors, to pick and dress the chickens. Activity again started at 8:00 the following morning and the responsibility for preparing food for 200 guests by an inexperienced crew began to worry those in charge.

Mr. Barry Hayes of the University of Wisconsin brought his aluminum pit and supervised the actual broiling. Having over 200 guests converge in a matter of a few minutes and wanting to be served at a specified time proved no obstacle for the FFA members and promptly at 12:10 serving began and in a twenty minute period the 200 were fed.

Demonstrations were given by FFA members showing what goes on behind the scenes in preparing for a fair as the concluding program.

Some Outcomes

From comments heard a new demand was created for broilers and from requests at the high school over 100 bulletins have been distributed informing people of the procedure for barbecuing broilers on their back yard fireplaces. We feel that the whole project had several lasting aspects which we enumerate as follows:

(1) We are anxious that our young people acquire a philosophy that they, too, have responsibilities in a community and when one receives he also must give.

(2) Those who give the most receive the most in return.

(a) the boy that raised these birds now is going into the broiler business on his own.

(b) those that dressed and prepared the birds acquired new skills. One family is planning to purchase a picker and revamp their home set-up after their son helped dress the FFA birds.

(c) those that helped barbecue and serve certainly learned much.

(3) The cooperation, planning and carrying out of the entire project did much to unify boys who are sometimes not too well acquainted with other members when you have a 140 member organization.

(4) Our Rotary and Kiwanis each year invite the parents of the students to a dinner during our Dairy Show week but never have these parents done anything to reciprocate. We feel that these young people have shown the way to better rural, urban relationships and the Farm Bureau is seriously thinking of getting the dads to do this same stunt in another year.

(5) Then too, we mailed each feed dealer a complete set of records, which we kept to be used at his discretion. These same records are going to be used in our poultry course this year so we have a first hand teaching device.

(6) I feel certain that many parents looked with pride on the youth who sponsored all this, and reflected on the idea that if youth are given an opportunity they will show maturity in their judgment and actions and that everyone between 13 and 18 is not a juvenile delinquent.

If the main purpose in teaching is to develop better citizens then we feel that this project has played an important part in our program.

Can high school youth be depended on to carry out responsibilities in working with adults? The above indicates that this age group, when given an opportunity, can do a real community service and do much toward fostering better urban and rural relations. □

Training for FFA - - -

(Continued from page 131)

of procedures is followed throughout the state and a maximum number of boys participate in the program.

Leadership by future farmers in New York has increased because of this program. We have already begun to see the results and we feel certain that the future leadership of farm organizations in New York will benefit greatly from this training program. Our boys are prepared to take their rightful place in rural society. □



Scene of the broiling operation. Mayor C. C. Smith (left) showed interest in the process. O. E. Born, Vo-Ag instructor (facing camera) is dressed for the occasion.



Just prior to the serving. Two hundred guests were served in twenty minutes. This required a high degree of organization by Chapter members.

FFA and community service

A summary of activities in Missouri Chapters provides some suggestions

G. F. EKSTROM, Teacher Education, University of Missouri



G. F. Ekstrom

BEFORE the Future Farmers of America came into existence as a national organization, associations of students studying vocational agriculture were organized in several of the states. The associations were known by various names, and in at least one state, the local groups were designated as Community Service Clubs. The writer taught in a school which had such an organization and recalls various activities which the students promoted by way of service to the community.

One of the major purposes of FFA is that of community service. Through cooperation and service, FFA members have the privilege of capitalizing on their training in working with parents and patrons. Community services, as rendered by FFA Chapters, take various forms as illustrated by activities reported during the past year in the Missouri Future Farmer, the official organ of the state association.

Shows and Fairs. At Princeton, the FFA Chapter helped construct buildings and assisted in raising money to finance the county fair.

Following the annual fair in Phelps county, members of the Rolla Chapter cleaned the grounds. Previously, they planted multi-flora rose hedges at appropriate places on the fairgrounds. The members also handled the parking of cars.

Farm Safety. A safety program was presented before the high school at Skidmore with the cooperation of the highway patrol. Classes in vocational agriculture made safety tours to farms. The organization provided red danger flags to farmers for use when moving machinery and tractors on highways.

Tractor driving contests are promoted by many of the Missouri Chapters. At Craig, the activity took the form of a tractor rodeo, and was conducted with the cooperation of the Kiwanis Club. A similar activity at Willard was known as a tractor operator's contest, and had the support of the Lions Club.

The Noel Chapter made a survey on several farms to locate hazards and tagged the objects with red flags. A series of safety posters was displayed at appropriate places in the community.

Members of the Fulton Chapter participated in the first "Car Safety Lane" sponsored by the Farm Bureau.

Home Beautification and Landscaping. School shrubbery was pruned and sprayed by the Stoutland Chapter. Playground equipment was painted and re-

paired. The main approach to the school was widened and painted posts set at the entrance.

A Farmall tractor is owned by the Couch Chapter, and is used to help improve the school grounds, as well as for other purposes.

Conservation. Conservation activities are common to practically all Future Farmer Chapters. In several Chapters, including Butler, wildlife habitat improvement projects are conducted in cooperation with the Missouri Conservation Commission and the Sears Roebuck Foundation. The aims of the project are to protect wildlife, to demonstrate how to control erosion, and to stabilize eroded areas.

The planting of multi-flora rose is likewise a common practice. At Ellington, the plantings are made in cooperation with the Forestry Service, the Wildlife Conservation Service, and the Soil Conservation Service.

The Chapter at Ironton has a cooperative arrangement with the Forestry Service for fighting fires in the local area. The boys are instructed in fighting fires early in the fall, and are organized subsequently into teams which respond when fires occur.

Pest Control. Pest control contests have been conducted by the Doniphan Chapter for several years. In connection with the contests, the Chapter operates the sale of "Warfarin," a poison which is bought and mixed by members of the Chapter.

Demonstration Plots. Demonstration plots take various forms. Ordinarily, an acreage of land is planted to designated crops involving selected varieties and fertilizer treatments. Thirty acres of land were rented at Dexter for such a purpose last year. Barley and wheat were grown and served as revenue for the Chapter in addition to demonstrating the use of fertilizer. A similar project was conducted at Appleton, with twenty-five acres planted to wheat. The demonstration involved the effectiveness of certified seed and residual effects from fertilizer used previously in corn production.

At Steele, the FFA Chapter participated in a cotton fertilization experiment, conducted by the Southeast Missouri Experimental Station. The members kept records on their cotton projects, and felt that the experiment was beneficial to them and to the farmers of the community, in addition to providing data for the station. Other projects reported were at Weston, where the growing of soybeans was demonstrated under different conditions, and at Slater, where the Chapter planted a seven-acre plot to corn.

Shop Projects. Many Chapters build projects and repair equipment for farmers in the school shops. This is done beyond the usual exercise work,

pertaining to different phases of shop instruction. At Bronaugh, five hay racks, twelve silage bunks, and two shed-type creep feeders were constructed during the previous year. The farmers purchased the needed equipment at moderate charges above material costs. In addition, the projects served as an effective means for raising Chapter funds.

Various other types of activities involving community services characterize the activity programs of Future Farmer Chapters. Livestock prevention campaigns are most practical. Approved water safety programs are conducted in cooperation with the Red Cross. Even unusual personal services prevail, as was the case in one Chapter where a fund raising campaign was conducted for a former president of the Chapter who was stricken with serious illness while serving in the armed forces. □

Volume 28 Reaches Half-way Point

This issue of the Magazine completes the first half of Volume 28. The remaining six issues will feature the following themes:

January—The Farm Mechanics Program.

February—Professional Preparation and Improvement.

March—Individual Farming Programs.

April—Educational and Vocational Guidance.

May—Evaluating Programs in Vocational Agriculture

June—The Summer Program

A complete list of the themes featured in Volume 28 is contained in the issue of last April.

Copy has gone to the printer for the January and February issues. Articles can be included in the March issue if received before the twentieth of December. For the remaining three months articles should be submitted by the first of the third month preceding publication.

A Report on the First 6 Issues

One hundred and six persons have contributed stories, including editorials and "Tips that Work," for the first six issues. This number does not include items sent in for the "News and Views of the Profession" section nor does it include persons who furnished pictures and legends for the "Stories in Pictures" page. The fact that such contributors have not been included in the total in no way discounts the importance of such contributions.

Forty of the articles which have appeared since July have been contributed by Vo-Ag instructors. Forty-two articles, including editorials, have come from Teacher Trainers. Supervisors have submitted nine articles while a total of fifteen have come from persons outside our own professional ranks.

Six States have been represented five or more times among the contributors to the six issues to date of Volume 28. They are Arkansas, California, Mississippi, New York, Ohio and Pennsylvania. More significant perhaps is the fact that twenty-nine States have been represented

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The sheep class in the fair brings a large number of entries.



The champion showmanship contest attracts much attention.

Vocational agriculture's place in the community fair

A fair is important to any FFA program

HOWARD BENNETT, Vo-Ag Instructor, Newberg, Oregon.

IN these days when teachers are being told to evaluate the Vocational Agriculture program and eliminate the unnecessary things, what is the place of a Community Livestock Show? A successful show of this type takes several weeks of preparation on the part of the Agriculture Instructor. Is he justified in using time for this purpose?

In answering this question, it is necessary to describe the Junior Livestock show in Newberg held in connection with a local celebration called the Newberg Farmeroo. This show is not limited to Future Farmers, but is open to any boy or girl under 21 years of age who owns livestock of his own. It was established 10 years ago at the request of the Newberg Berrian Association which sponsors the local celebration.

In the last ten years the Junior Live-

stock Show has become one of the key attractions of the community fair. The number of animals each year amounts to about 100 head. The "city shop" which is located near the center of town is used to house the animals. Two days are used for the judging which winds up with the announcement of the champion exhibitor and the champion showman. Usually, this final event is held before several hundred people.

So much for the description of the show. Now to outline the values derived from the standpoint of the Agriculture Instructor.

First: The boys get a chance to exhibit their livestock in front of a home audience. This is the only chance that a local audience has to see the quality of livestock in the FFA projects.

Second: We take it for granted that

city people understand what is meant when we talk of the boys' projects. Yet very few people seem to realize the value of learning by actually experiencing until they come to a livestock show and see the animals with the boy's pen tag attached. Then they can visualize the scope of the work being done.

Third: It encourages boys who are not yet in high school to exhibit and gives the instructor the opportunity to become better acquainted with the boys through pre-high school guidance in Agriculture.

Fourth: It increases the number of Chapter exhibitors at the County and State Fairs because of the added interest created. More of them exhibit, and they are better exhibitors and showmen after the experience gained in a local fair.

Fifth: The boys in the Chapter learn to work together since they are responsible for putting up pens, show rings, bleachers, and so forth, as well as getting their livestock to the show.

Finally, the FFA Chapter is cooperating with the Community in making the local fair a success, and community service is one of the most important parts of the FFA program. □

Some advice on an important Chapter problem

Hints on financing a local FFA program

CHARLES DELANO, Vo-Ag Instructor, Gorham, Maine



Charles Delano

THE success of any FFA Chapter, in carrying out their program of work, depends to a great degree on the amount of money that they can raise to finance the various activities that make up such a program.

The program of work, to a large extent, should be built around the financing part of the program. Many Chapters construct an

excellent program of work, but fail in their accomplishments because they lack the necessary funds to carry it out. They should start their financing program at the same time that they make out their program of work. The finance committee should determine at this time how much money is needed and should set up a budget to meet their needs.

The Chapter should also take into consideration whether or not they are striving for a standard, superior, or national Chapter award. The higher the award the more money they will have to raise.

The finance committee should also be made to realize that the financing pro-

gram is not a program to see how much money a Chapter can make, but it is for the purpose of making enough money to carry out the various Chapter goals.

One of the first steps of a Chapter in organizing a good financing program is to try to elect a good finance committee which will do the following:

1. Devise a good plan
2. Develop a good program to carry out the plan
3. Members and committee be persistent in making the plan work

The committee should make a list of the various possibilities for the Chapter to make money. They should present these ways at a Chapter meeting and either add to this list or delete as the members see fit. In determining such a list of possibilities, they should consider only those that would fit best in a certain community.

One of the most successful and educational ways of earning money for the Chapter is to carry on cooperative proj-

(Continued on page 139)



Campers get instruction and practice in tree identification under two competent leaders.



Recreation has its place in the camp program. All work and no play is avoided.

Forestry camp provides education and recreation

For Arkansas Negro youth

R. C. HAYNIE, State NFA Advisor, Arkansas

Arkansas's first forestry camp for Negro boys was held at Oak Grove High School, Rosston, Arkansas, June 15 to 20, 1953. The idea originated in Texas where the first camp of this kind for Negro boys was held several years ago, but failed to operate after the second year. The Arkansas Forestry camp for Negro boys has operated successfully for three years, and it is becoming more popular each year. Plans are being made to increase the enrollment for the camp next year to 100. State leaders in vocational agriculture, extension, and forestry services believe that this educational program in forestry for NFA and 4-H Club boys is worth the time and money because so many rural Negro men work in lumbering. There are also many Negroes who are small land owners, scattered over the timber area in Arkansas and other parts of the South, who need education in

forestry. The new look at southern forestry started about 20 years ago. Now many thousand acres of submarginal row-crop land in southwestern Arkansas are being converted to pine tree production.

A Competent Staff

The 2nd camp was held at Rosston June 7 to 10, 1954 and the 3rd, June 6 to 11, 1955. The same lumbering and paper companies sponsor the camp each year. F. H. "Ranger Jim" Martin, I & E Chief, Arkansas Forestry Commission, Little Rock, Arkansas is organizer and director of the camp. For the past three years the camp has been made up equally of NFA and 4-H Club boys who lose their identity when they arrive at the camp. Assistant directors are Harold Howell, Forester, Extension Service, Little Rock, Arkansas, and R. C. Haynie, State Adviser, New Farmers

of America, A.M.&N. College, Pine Bluff, Arkansas. The faculty is made up of 16 of the best qualified, well-known, and experienced men in forestry in the state. They are foresters employed by the large lumbering and paper industries, also specialists with the state and federal government.

The program for the week is filled with instructional periods, recreational periods, leadership training and contests. During the instructional periods the boys have an opportunity to study in groups the following four phases of forestry: management, fire prevention, tree identification, fire control and law enforcement. Recreational activities provided are baseball, softball, and swimming. Evening assembly programs include movies, comedy magician shows, and talent. There is a great deal of interest and enthusiasm for top honors and prizes in the eight main competitive events.

The forestry camp at Rosston is a workshop for rural boys well balanced with educational and recreational activities. The boys who attend are exposed to many good experiences that may be applied on the home farm or in the community. □

Hints on financing - - -

(Continued from page 138)

ects. In most instances the Chapter not only makes enough money to finance its program successfully but at the same time it gains much prestige in the community.

Money-Raising Activities

As mentioned above the various ways to make money depend a lot on the location of the Chapter. A Chapter in one area may have great success in a certain money raising project, but another Chapter may have complete failure in the same project.

Following is a suggested list of ideas to earn money to finance local Chapters:

1. Cooperative Projects
2. Awards and Prizes
3. Building Usable Equipment
4. Renting Chapter Equipment
5. Dances
6. Movies
7. Carnivals

8. Socials
9. Chapter Plays
10. Pruning
11. Cleaning Hen Houses
12. Gathering Various Crops
13. Repairing Farm Equipment
14. Improving Woodlots—Thinning and Reforestation
15. Cutting Christmas Trees
16. Raising Baby Chicks
17. Culling Poultry
18. Landscaping
19. Lunch Stands—Fairs and School Events
20. Milk Vendor Machines
21. Selling Christmas Cards
22. Selling candy at Athletic Events
23. Basketball Tournament
24. FFA School Fair
25. Roadside Stand
26. Chances—Raffles, Turkey Shoot etc.
27. Exhibits at Fairs
28. Selling Feeds and Fertilizers
29. Shooting matches
30. Selling Magazines

31. Selling Garden Seeds
32. Box Socials
33. Paper Drives
34. Selling FFA Calendars
35. FFA Dues
36. Food Sales
37. Fines in Chapter Meetings

Educational Values

Aside from the angle of making money a good financing program will teach Chapter members other things:

1. Cooperation
2. Value of money
3. Keeping good records
4. Value of good budgeting
5. The value of credit

Many new Chapters starting out on a financing program often find it difficult to get started out on a sound program. This may often be done by securing money from the various sources:

1. Parents
2. Local bankers

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Does your year's work include use of - - -

Mass media in public relations

Implications for vocational agriculture of the articles dealing with mass media in Public Relations published in the Agricultural Education Magazine from July 1934 to July 1954

BENTON K. BRISTOL, Subject-Matter Specialist, The Pennsylvania State University



Ben Bristol

A key agency in the dissemination of important information within the professional ranks of agricultural education personnel at all levels is *The Agricultural Education Magazine*. It has occupied this strategic and essential position for over twenty-five years. A study of articles dealing with mass media in public relations, as an informative overview of the way the uses of these media have developed, should furnish certain implications for vocational agriculture.

The investigation was limited to articles which were over one-half column in length and which were of a professional nature. It was limited to those writings which made a direct application of recognized principles to one or more of the mass media of press, radio, and television.

Sixty articles were identified for final inclusion in the study. Each article was analyzed according to the following predetermined criteria: job of author, state represented, nature of article, public relations' principles listed, and pictures used.

While many workers in agricultural education realize, at least to some extent, the value of public relations—there is still a wide range between this recognition and actual practice. The several reasons for this, most often set forth by authors of articles in *The Agricultural Education Magazine*, were:

1. Teachers of vocational agriculture, themselves, are not really sold on the need for a public relations program—especially one involving extensive use of mass media.
2. The assistance provided by state and federal agencies in agricultural education for implementing such a public relations program has been inadequate.
3. Teachers are not being provided with adequate pre-service and in-service training in the essentials of public relations, and in the use of mass media of communications.
4. The feeling that there is something unprofessional, or at least undignified, about a planned program in public relations has persisted—despite efforts (and successes) in certain states in implementing such programs.
5. There is disagreement among the workers in agricultural education

as to the best ways of making public relations' programs effective.

About seventy-five per cent of the articles dealing with mass media in public relations were written in the last nine years of the twenty year period considered. Thirty per cent of them were published in the year, 1952. This is one indication that only in recent years has any considerable attention been given to the use of mass media in the agricultural education field.

The fact that only twenty-seven states submitted articles dealing with mass media would tend to indicate that the remaining states are still making small use of such means of communication in planned programs of public relations. Of the states which were represented in *The Agricultural Education Magazine*, seventy-four per cent had only one or two articles published.

As might have been expected, the three most popular months for publishing such articles were June, July, and August. About sixty per cent of the articles were published in these three months. There has been a feeling that publicity during these months would assist greatly in keeping the vocational agriculture program active during the summer. In recent years, however, there are indications that mass media of communications are being utilized more as a year-round activity, in spite of the fact that they have been reported in *The Agricultural Education Magazine*, predominantly in the summer months.

Seventy per cent of the articles were accounted for by teachers of vocational agriculture, supervisors in agricultural education, and regular full-time personnel on agricultural education teacher-training staffs—in that order.

About eighty-five per cent of the articles published were concerned primarily with press or radio media or some combination of the two. Television has received much greater emphasis in the last few years, however, and will probably be the subject of many additional articles in future years.

The articles were concerned in general with rules and techniques, advantages of public relations, examples of effective public relations, need for public relations, fixing responsibility for public relations, and suggestions for improving public relations—in that order.

Few pictures were used in illustrating most of the articles although many of the authors cited the advantages of using good action pictures. In several notable instances, the writers who apparently were most in favor of using action pictures in illustrating stories, neglected to include any such pictures with the articles which they wrote.

About thirty-two per cent of the pictures which were used were not the action pictures often recommended but were portraits of the authors writing the articles. Here again the wide gap between stated beliefs and actual practice is apparent.

A majority of the writers agreed that the local public relations program, and use of mass media in this connection, were responsibilities of the local teacher of vocational agriculture. They differed, however, as to how much help should be furnished the teacher from state and national levels in making this task easier. They also differed as to the amount of publicity which should be the responsibility of workers in agricultural education on state and national levels.

Some of the implications for vocational agriculture would appear to be:

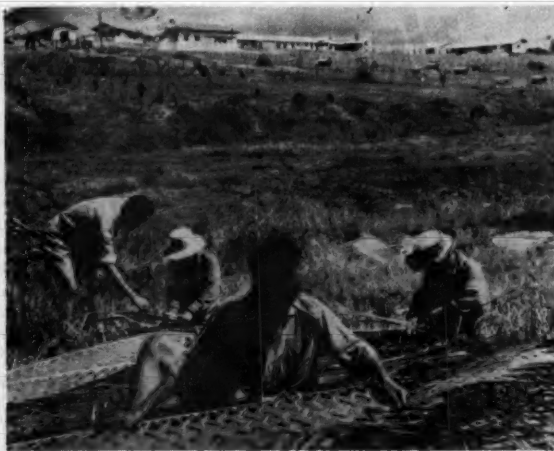
1. The need and advantages of more comprehensive programs of public relations involving the use of mass media on local, state, and national levels.
2. The need and advantages of more adequate coordination of public relations' efforts on and through local, state, and national levels of operation.
3. The necessity for more adequate training in the use of mass media of communications for teachers of vocational agriculture prior to, and after, they begin their teaching careers.
4. The hiring of specialists on the national level to spend their full time on various essential phases of public relations' work.
5. The hiring of a full-time, qualified, public relations specialist in each state where the scope of the program would justify such service.



The Wamago FFA Chapter of Litchfield, Connecticut, won a gold emblem award for its Educational Exhibit at the 1955 Eastern States Exposition, in Springfield, Massachusetts. A few of the 109 dozen eggs exhibited by FFA Chapters from nine States in the North Atlantic Region are displayed in front of the exhibit.



At the school is a poultry farm where ex-terrorists are taught how to look after and get maximum production from chickens.



Watched by Mr. Abbott's chief assistant, Mr. Tan Yuke Hung, a group of reformed Communists weave atap for the pig pen roofs.

Agricultural education in other parts of the world

The British plan* at work in the Kemendore agricultural settlement in Malaya.

Courtesy of the British Information Services.

VICTORY in Malaya will never be measured by the number of terrorists captured, although while organized gangs of Communists carry on their guerilla warfare, military operations will have to continue.

The real battle is to win the hearts and minds of the terrorists, by proving

*In 1950 the late Lieut.-General Sir Harold Briggs was appointed Director of Operations in Malaya. The "Briggs Plan," as it was called, was launched in mid-1950. Its main aims were to bring the more isolated sections of the populations under effective protection and administration, to expand all branches of the local defence and police forces and to establish a close-knit war executive organization at Federal, State and District level. High priority under the plan was given to the resettlement of squatters (mainly Chinese) living in remote jungle areas beyond the reach of effective administration or protection from terrorists' raids.

that there is a better way of life in Malaya than that offered by the Communists.

That part of the Briggs plan which called for resettlement, in protected areas, of Chinese squatters and Malay rural folk has proceeded with a hustling and enthusiasm which the most optimistic could not have foreseen, and for the first time in the country's history thousands of families are learning and enjoying the benefits of communal life.

A very real problem and a challenge to the good sense of Authority in Malaya, however, has been what to do with the terrorists who have surrendered, and others who have been genuinely guilty of helping or sympathizing with them.

No better example of the way this is being tackled is to be found than at Kemendore Agricultural Settlement where such men are re-learning and living the democratic way of life.

This is not a barbed-wire camp but a temporary school with an open gate, where they attend courses to fit them for free and useful citizenship. In charge of the school are Mr. Abbott and his wife. To get to know their charges socially, the Abbotts invite parties

of them to their house for tea or a game of Mahjong.

For many of these ex-terrorists it is, of course, the first education they have had. They are being given every opportunity to study and to become proficient in the various aspects of agriculture. They do manual work on the land, rear pigs and poultry and take their turn at communal chores.

Later they take their place in a free world and play their part in the wide community which is Malaya. □

Hints on financing - - -

(Continued from page 139)

3. Financing corporations
4. Various Livestock breeders
5. Friends and other people in the community
6. Individual members
7. School Funds

Precautions to Observe

There are some precautions in fund raising which all Chapters should observe:

1. Do not try to compete with other people in the community to the point that they will be jealous or angry at your undertakings or competition.
2. Do not spend so much time on your financing program that you will overlook the other phases of your program.
3. Do not become money-mad.

The Chapter, as a whole, must have confidence in what it is doing. It must use tact in all of its undertakings and above all work hard in achieving any goal which it set out to do. Lastly, the advice and interest of the advisor will have a lot to do in determining the success of a good financing program. □

A registration of 10,500, five outstanding guest speakers, coverage on nationwide radio and television programs, a cover picture and story in *TIME Magazine*; these were just a few of the highlights that made the 1955 national convention of Future Farmers of America one of the most successful on record.



Mr. Abbott and an ex-terrorist driver inspect a British Ferguson tractor.

....Tips that work . . .

In Appreciation of Rural Living

Almighty Father, we come to Thee in all Humility knowing that, as farmers, we do not *really own* the land or the soil. We know that it is merely entrusted to our care for a time. It is our responsibility to nurture it for Thee. May our skills in husbandry and tillage of the soil be worthy of Thy trust.

As Future Farmers, we are ever conscious that Nature speaks to us in many wonderful ways. We know that, though man-made miracles are the head lines today, they can never equal God's Miracle of Creation! We know that man can never replace the miracles wrought by the soil, the sun and the rains. The miracle of growth and life cannot be equalled.

In our studies and observations, we realize that even the helpless, dormant seed has life and contains the embryonic plant. We thank Thee, O Lord, for the close associations with the secrets of Nature and the Miracles of Life.

Bless those whose philosophy of Life brings them close to the good earth and its wonders.

Bless all who have the interest of our program at heart.

Bless those who sympathize with our problems.

May our training eventually bring forth fruit in this fine community and may our works be good and acceptable in Thy sight. Amen!

A Prayer for FFA boys, written by

LESTER, A. FELT,

Adviser, East Corinth Chapter,
East Corinth, Maine

FFA Officers — Election or Selection?

Are your FFA officers actually elected by the members of your Chapter, or are they in fact selected by the Vo-Ag instructor? In hearing many advisors describe various methods of controlling their Chapter elections it seems to me that we are taking away from the boys some of the basic rights they are entitled to as members of the Future Farmers of America.

We all agree that the primary purpose of our organization is to develop competent, aggressive rural leadership and yet some of us persist in thinking we

can do a better job than the boys in selecting their leaders. I have found in 12 years of teaching vocational agriculture that the Chapter members are just as anxious and just as able to elect good officers as I am to select them. In several cases the Chapter did not elect boys I had in mind because the boys felt they were too tied up in some other activity. In every case they proved to be right.

In our Chapter we elect officers by nomination from the floor. Any member can be nominated and elected. The date of the election is announced several days in advance and much thought is given to who will serve best. I do not discuss the members' qualifications unless asked about some particular boy. Only in one case, and that in the first year, has a boy been elected who was not suitable for the office. Perhaps the fact that the boy was kept in office the full year, to the embarrassment of the whole group, is one reason the members are so careful in their voting.

I do not think it is necessary to have a screening committee go over the candidates before election. I do not think a nominating committee allows for free elections. Of course, members can nominate from the floor but how many do? Let's allow our Future Farmers this basic concept of democracy, free choice of their own officers. Try it and you may be surprised at what a fine job they will do.

BILL STEVENSON,
Vo-Ag Instructor,
Boswell, Oklahoma

News and Views of the Profession

Hamilton Returns to Mississippi State



James R. Hamilton

DR. J. R. Hamilton, Associate Professor of Agricultural Education at Mississippi State College, resumed his duties as teacher-trainer in farm mechanics August 1, 1955, after two years of graduate study and teaching at Michigan State University. Dr.

Hamilton's major field at Michigan State was vocational education and he took a cognate field in agricultural engineering. He held an appointment at Michigan State as visiting professor in the department of agricultural engineering and taught farm-mechanics courses there. He did research in Michigan in the area of curriculum building in farm mechanics.

Before going to Michigan State, Dr. Hamilton taught vocational agriculture for a period of nine years and headed a department of agriculture in a Mississippi junior college; he was a teacher-trainer in farm mechanics at Mississippi State College from 1949-53. He holds the B.S. degree in Agricultural Education from Mississippi State, the M.S. degree in Agricultural Education from Alabama Polytechnic Institute, and the

(Continued on page 143)

Weigers Heads Department in Tennessee



G. W. Weigers, Jr.

GEORGE W. Weigers, Jr., was appointed Head of the Agricultural Education Department, University of Tennessee, effective last July 1. He succeeds Dr. Bonard S. Wilson whose employment with the Adult Education Association was announced in the August issue

of the Magazine.

Dr. Weigers is a native of Missouri where he earned a B.S. in Education at Central Missouri State College in 1939. In 1943 he completed work for a B.S. in Agriculture at the University of Illinois. His high school teaching experience was obtained in Illinois. Both the Master of Education and the Doctor of Education degrees were earned at the University of Missouri.

Dr. Weigers has been on the staff in Agricultural Education in Tennessee since September, 1949. During the summer of 1954 he served as Vocational Agriculture Specialist for the Government of Belgium in the Belgian Congo. He has been the Southern Regional representative on the Executive Council of the American Vocational Association and a member of the Research

(Continued on page 143)

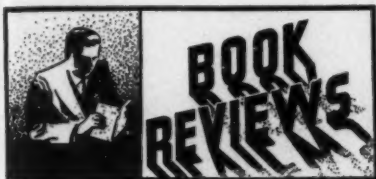
M. C. Buchanan

Maurice C. Buchanan, assistant state supervisor of agricultural education for the past eleven years, passed away suddenly and quietly at his desk on July 15. A graduate of Oregon State College in 1929, he devoted his employed life to agricultural education, receiving his 25-year service award during the annual conference at Newport in June. He received his Master's degree in 1949 from the University of Southern California.

"Buck," as he was known by his hundreds of co-workers throughout the state and nation, was a member of Phi Kappa Phi, all-school honor society; Alpha Zeta and Gamma Sigma Delta, agriculture honoraries; Kappa Kappa Alpha, art honorary; Phi Delta Kappa, educational honorary; and Alpha Gamma Rho, social fraternity. He was author of the book "Chalk Talks for Farm Audiences" published in 1950 by T. S. Denison and Company, Minneapolis, Minn.

Upon graduation from college he taught vocational agriculture in high schools at Campbell and Middletown in California, four years, then at Bandon in Oregon for three years until the destructive Bandon area fire in September, 1936. During the school year 1936-37 he served as assistant state supervisor of agricultural education to work on special projects before teaching vocation agriculture at Silverton High School for one year. He was vocational agriculture teacher at Eugene High School from the summer of 1938

(Continued on page 143)



FREEDOM IN AGRICULTURAL EDUCATION, by C. M. Hardin, pp. 275, published by the University of Chicago Press. Price \$4.50.

Freedom in Agricultural Education has reference to the tax supported education and research as represented in colleges of agriculture and the college of agriculture experiment stations. The book grew out of a request from the Commission on Financing Higher Education to study the question whether federal grants to states for agricultural research and extension had been accompanied by federal control of personnel or policy in these fields. The author was permitted to broaden the study to include the effects of all kinds of political pressures on publicly supported agricultural research and extension, and the function of such agricultural research and extension, and the function of such agricultural agencies as political interests.

The content of the book consists largely of a compilation of many case studies bearing on the questions proposed for study. Examples of the case studies are: The Pennsylvania Controversy over Federal Grants for Agricultural Extension, The Case of Low-Nicotine Tobacco in Kentucky, and The Iowa Margarine Incident. Also discussed are such topics as the Political Influence of Agricultural Action Agencies, and Colleges of Agriculture as Active Political Forces.

The theme of the publication is the question of academic freedom. The author found that federal grants-in-aid for agricultural research and extension have not meant federal political control. Indeed, the author found the fact of federal support being used to resist local and state political pressures.

This is an interesting and scholarly publication dealing with one of the crucial issues of our times.

—A.H.K.

VEGETABLE PRODUCTION AND MARKETING, second edition, by Work and Carew, 537 pp., illustrated, published by John Wiley & Sons, Inc., New York. Price, \$4.72.

This is a comprehensive book designed as an introduction to the subject of vegetable production and marketing. Nearly every chapter in this second edition has been reconsidered and brought up to date.

The contents include growing vegetables for home use, vegetable farm management, marketing, roadside selling, equipment, planting, growing plants for outdoor setting, soils and vegetables, irrigation, insects and diseases, storage

and exhibition. In addition, separate chapters are devoted to potatoes, sweet potatoes, tomatoes, sweet corn, root crops, peas and beans, vine crops, onion, cabbage and related crops, celery, lettuce, spinach, and asparagus and rhubarb.

This publication would seem to be best fitted for college courses, although much of it would be suitable for high school work. As is true for most comprehensive books, the treatment must be brief for many areas. The treatment of the individual vegetables is very concise, but good. The illustrations are of good quality and well selected. A list of additional references is provided at the end of each chapter. The authors have not attempted to provide specific directions for each situation, hoping that the information and tools provided will make it possible for the reader to make his own decisions to fit his situation.

The authors, Paul Work and John Carew, are both Professors of Vegetable Crops at the New York State College of Agriculture, Cornell University.

—A.H.K.

GRASSLAND FARMING by Serviss and Ahlgren. 146 pp., illustrated, published by John Wiley and Sons, Inc., New York. Price, \$2.96.

This book is another addition to the Wiley Farm Series designed for agricultural students, farmers, and persons in farm service employments. Chapters included are: Growing Grassland Crops, Using Forage in Livestock Feeding, Growing Forage for Profit, Selecting Legumes, Selecting Grasses, Choosing Seed and Establishing Seedlings, Adding Lime and Fertilizer, Managing Pastures, Managing Hay Crops, Preserving Forage, Conservation Cropping, and Equipping the Grassland Farm.

The book is well illustrated and has a few color photos. It is well written in an easily read style which should appeal to the intended audience. Lists of selected readings are provided at the end of the various chapters. Teachers of vocational agriculture should find this book quite useful as a supplemental reference.

George H. Serviss is Agronomist, Cooperative Grange League Federation Exchange, Ithaca, New York.

Gilbert H. Ahlgren is Professor and Research Specialist in Farm Crops, College of Agriculture, Rutgers University, New Brunswick, New Jersey.—A.H.K.

PESTICIDE HANDBOOK, seventh edition, by D. E. H. Frear, 208 pp., published by College Science Publishers, State College, Pennsylvania. Price: paperbound, \$1.25; cloth bound, \$3.00.

Pesticide Handbook is presented in four sections. Section I consists of a simple alphabetical listing of all pesticide trade names together with an assigned reference number for easy referral in other sections of the book.

Section II contains a list of all products according to use and active ingredients. The major breakdown (according to use) lists products under the headings fungicide, insecticide, herbicide, etc. Under these headings, products are listed alphabetically according to ingred-

ients together with the product reference numbers from Section I.

Section III contains a geographical listing of pest control operators.

Section IV has the names of the manufacturers listed in alphabetical order together with the reference numbers of the products they manufacture.

This publication contains no discussion. It is simply a series of cross-indexed listings as indicated above. It is an annual publication, revised each year to delete obsolete products and add new ones.

Donald E. H. Frear is Professor of Agricultural and Biological Chemistry, The Pennsylvania State University.

—A.H.K.

Volume 28 Reaches - - -

(Continued from page 137)

by articles from either or both Vo-Ag instructors, Teacher Trainers or Supervisors. Perhaps you would be interested in checking the issues since July to discover whether or not your State is among the 29. With four more months in which articles may be accepted, any State not represented to date can get into the list of contributors to the current Volume. □

Hamilton Returns - - -

(Continued from page 142)

Ed.D. in Vocational Education from Michigan State University. He is a member of Kappa Delta Pi, is an honorary State Farmer in Mississippi Future Farmers of America, and is a Key Member of Lions International. □

Weigers Heads - - -

(Continued from page 142)

Committee of the Southern Region. His frequent contributions to the *Agricultural Education Magazine* are well known among its readers. □

M. C. Buchanan

(Continued from page 142)

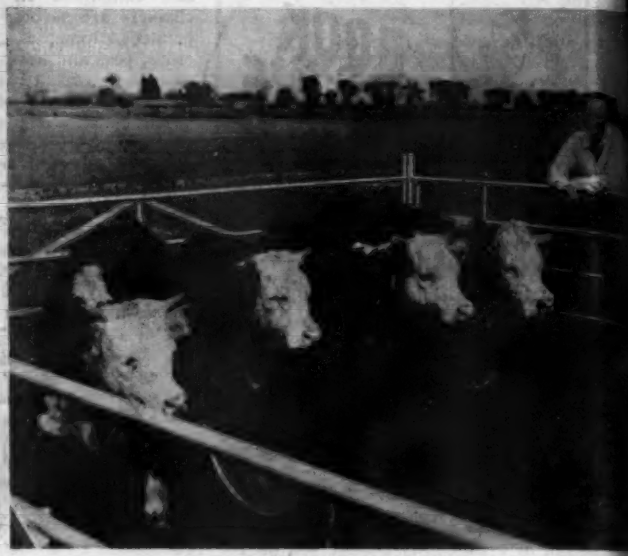
until September 1, 1944 when he became assistant state supervisor of the Food Production War Training Program. On January 1, 1946 he was chosen as assistant state supervisor of agricultural education, in which capacity he served until his death.

"The United States Army, represented by the Military District of Washington, proudly pays tribute to the Future Farmers of America . . . modern Minute Men of our supply lines. Founded in 1928, FFA continues to nurture in rural youth the praiseworthy qualities of agricultural leadership, character, citizenship and patriotism. By offering a healthy stimulus, farm youth have responded to its diversified program in the vital areas of farm mechanics, electrification, soil and water management, dairy farming and farm safety. Today, with an enrolled membership of nearly 400,000 from some 9,000 rural high schools, the Future Farmers of America provide strengthened evidence of continued prosperity of our bountiful land." (From a citation presented by the Military District of Washington on Oct. 26 at Fort Meyer, Virginia)

Stories In Pictures



Farm Safety exhibit of the University High FFA Chapter, Morgantown, West Virginia. This exhibit was shown in five areas of West Virginia to an estimated 95,000 persons.



Jerry Cullison, Star Farmer of Arizona, looks proudly at a part of his registered Hereford cattle. With him is W. E. Smith, Vo-Ag instructor, Technical School, who is the adviser of Jerry's FFA Chapter.



This panel participated in the annual FFA Leadership Training Conference held at Montana State College. Members (left to right) are—Carl Infanger, Ag. Ed. senior; Marvin Balzer, farmer and American Farmer; Jim Schultz, Vo-Ag instructor, Lewiston; Cliff Duke, panel ch'm., Ag. Ed. Senior and past State officer; Jay Wright, National FFA Vice Pres. from Nevada; Luke Lalum, Vo-Ag instructor, Kalispell; Gene Coombs, American Farmer and agricultural representative of the Security Bank and Trust Co. of Billings; and Jack Jenkins, Vo-Ag instructor, Charlo.

One of the features of the Farm Safety program of the Morgantown, West Virginia, FFA Chapter was marking abandoned strip-mine pools with Danger signs. Nine such pools have been marked in the community served by the Chapter.



Special Certificates have been issued for the first time by (Left to Right) Henry S. Brunner, Head of Department of Agricultural Education of the Pennsylvania State University to Mr. Chen Chiu Huang, Chin Kun Lin, and Mei Kung all from Formosa. The three Formosans have returned to their country where they will apply the latest methods of Audio-Visual Aids and Farm Mechanic Instruction which they learned during the 1954-55 school year in courses at the University through many visits to various high schools and communities in Pennsylvania. Photo by Pete K.



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